#### PELICAN FOUNDATION

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#### **EXECUTIVE SUMMARY**

The Executive Summary is an overview that concisely and effectively illustrates the school plan.

- 1. Provide an Executive Summary (in three to five pages) for the proposed school that describes the following:
  - A clear statement of the mission, academic philosophy and values;
  - An overview of the school structure, leadership team and governance;
  - A description of the school's short- and long-term goals (academic and operational);
  - An explanation of the research-base that demonstrates the school model will be effective in improving student achievement;
  - An explanation of how this model is appropriate for all students and will lead to higher levels of academic achievement for the target population; and
  - An explanation of the school's core values about teaching and learning.

The mission of Pelican Educational Foundation Schools is to prepare students for academic success in their future education, enable students to have a broad spectrum of options for their future endeavors, and to prepare them to be effective, responsible and productive citizens.

The educational philosophy of Pelican Educational Foundation is that school exists for the welfare and dignity of the child. Education at Pelican Educational Foundation Schools is student-centered and each child is recognized as a unique individual with unique interests, needs and abilities.

Pelican Educational Foundation Schools aim to develop responsive, productive, and civic-minded youth by inspiring them to follow their dreams while making the world a better place for themselves and others. Pelican Educational Foundation Schools are focused on core knowledge and essential skills so that children may achieve the mastery upon which further learning will be built. The purpose of Pelican Educational Foundation Schools is to foster productive attitudes toward work, family, and

community. When students have a positive attitude toward school, their perception of "school" transforms.

Pelican strives to lead each and every student to these accomplishments by using enhanced Louisiana Comprehensive Curriculum (LCC), which is essential to future success in school and at work. LCC skills are reinforced and reviewed to prepare students for the state tests, LEAP, GEE. Both in-class preparation and after school instruction are provided to ensure a higher level of achievement for each student in state tests. No Child Left Behind (NCLB) Act of 2001 will serve as a guideline in our commitment to educate every student to his or her fullest potential. As part of the NCLB Act, instruction at proposed Charter school will be research based and evaluated frequently, teacher development will be a continual process, and special emphasis will be given for the Adequate Yearly Progress of each student.

Every effort will be made to humanize and personalize the environment in which students learn, and to maintain a friendly and wholesome atmosphere that encourages creative expression and a desire for knowledge. The emphasis of the entire instructional program is aimed at meeting the individual needs of each student in order to allow children to develop to their fullest potential. The school establishes an atmosphere in which students develop abilities to generate new thoughts, to think analytically, to draw logical conclusions and to express thoughts in written and spoken form. It is a function of the school to develop the well-rounded child by fostering aesthetic as well as academic growth through increased awareness and appreciation of the arts and sciences. By instilling in the student knowledge and appreciation of one's heritage as a member of the American community, as an American citizen, and as a member of a family, the school strives to make the student aware of accountability to one self and to others.

Since adolescents thrive in an environment of diversity, we will strive to create a diverse learning environment. Diversity is not only a motivating factor, but is an essential element in a well-rounded education. It serves as a key to success in our diverse American society, institutions of higher learning, and inter-connected global economy.

Each and every student at Pelican schools will be regarded as a unique, valued and vital member of the school community. Individual attention in the form of one-on-one tutoring, intensive counseling and individualized goals is the key to motivating our students. Cooperation with area universities is an effective means toward enhancing the effectiveness of our tutoring system.

Multi-cultural aspects are integrated into our curricula --not just through geography and foreign language, but within each of our subject areas. Our students are encouraged to make additional contacts with other cultures by participating in International Science and Mathematics Olympiads.

While cherishing the individual choice of each student, the school will focus on core knowledge and essential skills so that children may achieve the mastery upon which further learning will build. The school's strong academic program will reduce achievement gaps by eliminating an important cause: the insufficient mastery of basic knowledge and skills required for further academic achievement. School will use a variety of teaching methods to ensure mastery of appropriate skills, ideas, and knowledge for all students, regardless of race, gender, or socioeconomic background.

There are specific elements required to accomplish our vision, which include;

- enriched curricula and authentic assessment,
- effective school management,
- parental involvement,
- technology integration,
- sound financing,
- leadership and character development,
- and, safety.

Affective, cognitive, and linguistic needs of each student will be met, individualized and differentiated educational plans will be developed for each student and collaboration among teachers will be highly enforced.

Recognizing that educational success will be realized only when the essential underlying triad of student-teacher-parent/guardian is in harmony, the mission of Pelican School is to create a partnership among this triad that will provide our youth with the support necessary to reach their highest potential—intellectually, socially, emotionally and physically.

We believe that all students are inherently curious and love to learn and that each child has a unique intelligence and learning style. Thus, we motivate our students to strive to do their best via their individual learning styles, fostering within them a life long love of learning.

Pelican Foundation Board is composed of dedicated educators, attorneys, businessmen, and medical doctors. It is our strong belief that Pelican Board, majority of which reside in New Orleans area, is highly motivated and prepared to offer the best quality education. Their resumes and short bios are in the proposal. Most of them are from New Orleans and eager to offer quality education to New Orlenians.

Pelican Educational Foundation's specific goals to accomplish its mission can best be summarized as: Increase Student Achievement, Eliminate the Achievement Gap, Improve Dropout Rate and Completion Rate, Maintain High Promotion Standards, Increase the Number of Students Taking Advanced Placement Exams and Scoring 3 or Higher, Special Education Students are Appropriately Serve, Increase Management Efficiency, Increase Emphasis on Resources Devoted to Instruction, Enhance Teacher Quality, increase parental involvement, Improve Public Support and Confidence in Schools by providing safe and healthy learning environment.

The Board of directors of the Pelican Educational Foundation will carry out its statutory responsibilities associated with operating the charter school in an efficient and ethical manner and in compliance with local and other applicable state and federal laws. The Pelican Educational Foundation will have the final authority for policy and operational decisions of the proposed school. Nevertheless, Pelican Board does not intend to micromanage the schools, leaving it to the school administrators. The school principal will be responsible for daily school activities.

The Pelican Educational Foundation will be incompliance with the No Child Left Behind Act and will hire teachers who are highly qualified. Teachers who are employed at the school shall have a minimum bachelor's degree and will demonstrate competency in the area of assignment. The Special Education and BE/ESL teacher will be certified or licensed in the area of assignment.

Pelican Foundation partners with a very well established non-profit entity from Texas, known as Cosmos Foundation dba Harmony Schools which have been in operation since year 2000. Harmony schools have proven to be one of the most successful charter school system serving mainly economically disadvantaged minority students which is very similar to the student demographics in Orleans Parish. Almost all schools are rated "Exemplary" in the State of Texas. Harmony Science Academy-Houston has been awarded as "National Title I School" for their continuous success and closing gap between the subgroups making it one of two schools among thousands of schools in Texas and one of 52 schools in nation.

Pelican Foundation is really excited and pleased for being able to introduce such a high performing school system to New Orleans. Moreover Cosmos has a already committed to transfer one of the most qualified principals to Louisiana, subject to Pelican's approval.

There is a documentary playing in theaters in New Orleans about the corruption of Education System before Hurricane Katrina. Michael Cowen from Loyola University has given his impressions about it on the air live. He says: "The movie was so interesting. We had known the corruption but this movie has shown me how enormous it was. I was

touched by the words of three young African Americans talking about how their teachers were not caring about their education, and how bad family situation they had. Boys said even if they had turn their homework teachers will trash them. They wanted to go to college but they haven't even be able to take a job on a car dealership, since they were not high school graduates." He added "Those young boys have not given an opportunity. They are left behind" and he added "about 40% of adults in New Orleans read below 6th grade level, they all have been neglected, and not given the opportunity".

This is why Pelican has been established; to give the opportunity to those young ladies and gentlemen to show "They Can Do, They Can Succeed".

## APPENDIX D

# ENROLLMENT PROJECTION TABLE

2. Complete the enrollment projection chart in Appendix D, providing enrollment for each grade level for years one through five.

#### **ENROLLMENT PROJECTION TABLE**

NAME OF SCHOOL: PELICAN FOUNDATION SCHOOLS

TYPE: **TYPE 5** 

| <b>Grade Level</b> | Year 1  | Year 2  | Year 3  | Year 4  | Year 5  |
|--------------------|---------|---------|---------|---------|---------|
| PreK               | -       | -       | -       | -       | -       |
| K                  | 40-50   | 40-50   | 40-50   | 40-50   | 40-50   |
| First              | 40-50   | 40-50   | 40-50   | 40-50   | 40-50   |
| Second             | 40-50   | 40-50   | 40-50   | 40-50   | 40-50   |
| Third              | 40-50   | 40-50   | 40-50   | 40-50   | 40-50   |
| Fourth             | 40-50   | 40-50   | 40-50   | 40-50   | 40-50   |
| Fifth              | 40-50   | 40-50   | 40-50   | 40-50   | 40-50   |
| Sixth              | 40-50   | 40-50   | 40-50   | 40-50   | 40-50   |
| Seventh            | 40-50   | 40-50   | 40-50   | 40-50   | 40-50   |
| Eighth             | 40-50   | 40-50   | 40-50   | 40-50   | 40-50   |
| Ninth              |         | 40-50   | 40-50   | 40-50   | 40-50   |
| Tenth              |         |         | 40-50   | 40-50   | 40-50   |
| Eleventh           |         |         | 40-50   | 40-50   | 40-50   |
| Twelfth            |         |         | 40-50   | 40-50   | 40-50   |
| TOTAL              | 360-450 | 400-500 | 440-550 | 480-600 | 520-650 |

If you plan to operate multiple schools complete the following chart

|          | GRADE  | GRADE     | ENROLLMENT | ENROLLMENT  | YEAR           |
|----------|--------|-----------|------------|-------------|----------------|
|          | LEVELS | LEVELS AT | YEAR 1     | AT CAPACITY | <b>OPENING</b> |
|          | YEAR 1 | CAPACITY  |            |             |                |
| SCHOOL 1 | K-8    | K-12      | 360-450    | 520-650     | 2007           |
| SCHOOL 2 | K-8    | K-12      | 360-450    | 520-650     | 2007           |
| SCHOOL 3 | K-8    | K-12      | 360-450    | 520-650     | 2007           |
| SCHOOL 4 |        |           |            |             |                |
| SCHOOL 5 |        |           |            |             |                |
| SCHOOL 6 |        |           |            |             |                |

#### **EDUCATION PROGRAM**

The Education Program is one of the most important and complex components of your application. The school's educational program should meet or exceed the student performance standards set by BESE, see Evaluation Framework in Appendix F. It is important to provide a detailed education program that provides more than just curricular topics but also the specific details regarding strategies, pedagogy, and professional standards that will be implemented.

#### EDUCATIONAL PHILOSOPHY, CURRICULUM AND INSTRUCTION

- 3. Discuss the school's educational philosophy and how it aligns with the mission.
  - a. Describe the instructional methods to be used that support the educational philosophy.

The mission and education Philosophy of Pelican Foundation has explained in the Executive summary section of this proposal. The following educational innovations will distinguish the school from other schools.

Integration of technology into curriculum and Constructivist Learning: A recent change in the area of learning and teaching is due to the emerging concept of human, knowledge and learning that refers to cognition-based views on learning and to constructivism in particular. If constructivist principles are implemented in teaching practices, they will certainly have an effect on teachers' and students' roles. The modern concepts of learning emphasize the students' responsibility for their own learning and their active role in seeking and using information. The role of the teacher changes from being an information-transmitter into being an instructor who guides the students. This innovation is a great step towards individualizing education.

Technology will contribute to (1) student learning through involvement with authentic, challenging tasks; (2) professionalization of teachers; and (3) creation of a culture that supports learning both in the classroom and beyond the school walls.

By using a multi-sensory approach to learning, students will be provided with opportunities to learn through auditory, visual, tactile, and kinesthetic activities. Students will be guided through the process of determining which learning style is best suited to their needs.

**Strong Reading and Writing Emphasis:** English teachers and ESL teacher will focus on pronunciation and spelling of vocabulary used in the classroom, cafeteria, home, and school. All classroom teachers and parents will be involved in and out of class in helping children overcome typical errors in English in intonation, pluralizations, grammar, tenses, etc. High school students will also be trained with Literary, Interpretative and Creative Writing skills.

**Grade Advancement Policy:** The school will develop a grade advancement policy for exceptional learners who demonstrate outstanding skills in Reading and Mathematics. Acceleration of the student will allow the student to continue his or her education at his or her own pace.

**Performance Assessments:** Performance assessments - also known as "alternative" or "authentic" assessments -- will augment norm-referenced multiple-choice tests in all grade levels. Portfolios and presentations will be widely used.

Parental and Community Involvement: Involving parents in the activities of the classrooms, cafeteria, playground and the many extra-curricular affairs helps both child and parent to become better acquainted with the process of education. Thus they can build the understanding needed to participate in an educational system which will open and expand the horizons for them both. Parent education programs will provide information and support to parents on how to help their children's learning and development. Community-based partnerships will bring together health and human service agencies to provide more convenient, comprehensive and sustained services to young children and families. Students will be required to community service hours.

**Peer Tutoring, Mentoring and Counseling:** The school will use peer pressure as a positive tool. High school students will tutor elementary and middle school kids in core areas. They will act as role models, mentors and facilitate group counseling sessions.

Guidance for teaching and support personnel: In-services will be a frequent and major part of our staff development. Each classroom teacher will be provided with a yearlong curriculum, benchmarks, state's objectives, sample lesson plans, behavioral objectives, errors alerts, and

specific procedures. Teachers will be trained in team teaching as well. As part of the NCLB Act, instruction will be research based and evaluated frequently. Teacher development will be a continual process, and special emphasis will be given for the Adequate Yearly Progress of each student.

**Teacher Specialization in/after 4<sup>th</sup> Grade:** The elementary school will have two parts. In the lower stage (classes K to 3), the teaching will be given by a classroom teacher. The students at the upper grades (4<sup>th</sup> and 5<sup>th</sup> grade) will receive specialized subject teachers in Math, Reading, Computer, Foreign Language, and Science.

**Teachers as Homeroom Advisors:** The secondary school students will be assigned a homeroom teacher who will act as an advisor, helper, and immediate guide for the student.

Character Education and Leadership development: The aims of education are to support the growth of pupils' whole personality. The cognitive goals of education are to strengthen study skills and thinking skills of pupils. The affective and social goals of education are met by providing socio-ethical and aesthetic education alongside the conventional learning of facts. Keeping these in mind, a strong character education and leadership development program will be implemented at all grade levels.

**Diversity**: Nearly one-third of U.S. school children now come from ethnic or racial minority groups (6.3 million come from homes where English is not the primary language). Schools need effective programs to meet this growing exciting challenge and the educational needs of America's increasingly diverse student population. A diversity and multicultural awareness program will be implemented to assist the students in reaching their goals.

**Family Visits:** Parent-teacher relationship will be improved by family visits. Teachers will be urged to visit students at home to inform the parents about the school and student's progress, while the parents will have an opportunity to provide the teachers with feedback and input. The Family Visit Program has been in place at Harmony Schools since August 2000. About eighty percent of the parents are visited annually by the teachers at Harmony Schools.

Career Education: All students will attend an annual Career Day at the school and meet professionals from different occupations. 8<sup>th</sup> graders and high school students will take a "Career Choices" class. The purpose of this program will be to enable students to apply the knowledge and skills needed to design personal plans for achieving their goals in college and after college. Career Education attempts to give general information about career theories, opportunities, tests, financial aid, scholarships, and instill in the student college awareness through preparing him/her for the senior year in high school.

**Cross-disciplinary learning:** Students will be working on projects that require cooperative teaching efforts in Language Arts, Fine Arts, Math, Social Studies and Science. Teachers will make cooperative lesson plans and student product will consist of material covered in different subjects.

Multiple Intelligences: The school will take into consideration the way children learn. Eight different intelligences are named to account for a broader range of human potential in children and adults. These intelligences are: Linguistic, Logical-mathematical, Spatial, Bodily-Kinesthetic, Musical, Interpersonal, Intrapersonal, and Naturalist. Teachers will present their lessons in a wide variety of ways using text, storytelling, visuals, multimedia, music, cooperative learning, art activities, role play, field trips, inner reflection, and much more. Each child will have the opportunity to learn in ways harmonious with their unique minds.

**Counseling Services:** Counseling services will follow the Louisiana Program Development Guide which includes Preventive and crisis counseling, Group guidance and counseling, Evaluation of counseling services, Involvement of all staff in counseling, and Parental and community involvement. The school counseling program will be structured to consist of guidance curriculum, preventive services, individual counseling, group counseling, and support.

**Digital Art Program:** Fine Arts program will be integrated with technology at the school. With the growing availability of technologies of interactivity and Internet access, we see new interactive and online art forms. Students will take classes in graphic design, web design,

multimedia, animation, photography, digital drawing, video production, media arts, studio art, and etc. Pelican Schools aim to be a leader in incorporating digital technologies in the arts across its academic programs.

**Participation in Contests**: Students in gifted and talented and the regular program will be encouraged to participate in local, statewide, national and international competitions. This will keep the students engaged and excited about learning. Some of these competitions are UIL, Science Fair, Science Olympiad, Math League, Math Counts, History Fair, Science Bowl, Spelling Bee, Geography Bee, and Art Exhibitions.

**Online Access:** Parents will be able access online student grades, attendance, conduct, discipline report, and teacher comments. The school web site will be used as a strong communication tool between school and home and regularly be updated with ongoing projects, activities, announcements and homework logs. The school will implement a pilot online real-time classroom observation for parents via internet, pending legal verification of the system by approved regulatory agencies.

### **b.** Provide evidence that this educational philosophy and/or approach is effective and will result in high academic achievement for anticipated student population.

School Performance Scores (SPS) of applied schools are much less than the state's SPS. These schools have been performing well below state average in Reading and Mathematic tests. The gap between this school and the others needed urgent attention. Pelican would like to close this gap by improving the students' achievement and bringing the score to a level which the students and the parents deserve.

The school will strive to lead each and every student to achieve high academic expectations by using enhanced curriculum, which is essential to future success in school and at work both inclass preparation and after school instruction are provided to ensure a higher level of achievement for each student. No Child Left Behind (NCLB) Act of 2001 will serve as a guideline in our commitment to educate every student to his or her fullest potential. As part of

the NCLB Act, instruction at the school will be research based and evaluated frequently, teacher development will be a continual process, and special emphasis will be given for the Adequate Yearly Progress of each student.

Every effort will be made to humanize and personalize the environment in which students learn, and to maintain a friendly and wholesome atmosphere that encourages creative expression and a desire for knowledge. The emphasis of the entire instructional program is aimed at meeting the individual needs of each student in order to allow children to develop to their fullest potential. The school establishes an atmosphere in which students develop abilities to generate new thoughts, to think analytically, to draw logical conclusions and to express thoughts in written and spoken form. It is a function of the school to develop the well-rounded child by fostering aesthetic as well as academic growth through increased awareness and appreciation of the arts and sciences. By instilling in the student knowledge and appreciation of one's heritage as a member of the American community, as an American citizen, and as a member of a family, the school strives to make the student aware of accountability to oneself and to others.

Since adolescents thrive in an environment of diversity, we will strive to create a diverse learning environment. Diversity is not only a motivating factor, but is an essential element in a well-rounded education. It serves as a key to success in our diverse American society, institutions of higher learning, and inter-connected global economy. It is very obvious that New Orleans student population, especially population of schools applied by Pelican, is very diverse.

Each and every student at the school will be regarded as a unique, valued and vital member of the school community. Individual attention in the form of one-on-one tutoring, intensive counseling and individualized goals is the key to motivating our students. Cooperation with area universities is an effective means toward enhancing the effectiveness of our tutoring system.

Multi-cultural aspects are integrated into our curricula --not just through geography and foreign language, but within each of our subject areas. Our students are encouraged to make additional

contacts with other cultures by participating in International Science and Mathematics Olympiads.

While cherishing the individual choice of each student, the school will focus on core knowledge and essential skills so that children may achieve the mastery upon which further learning will build. The school's strong academic program will reduce achievement gaps by eliminating an important cause: the insufficient mastery of basic knowledge and skills required for further academic achievement. The school will use a variety of teaching methods to ensure mastery of appropriate skills, ideas, and knowledge for all students, regardless of race, gender, or socioeconomic background.

Moreover, Mr. Robert Roberts will be a very helpful person to motivate our students especially after they have seen Hurricane Katrina. Mr. Roberts has worked with kids depressed by Hurricane Katrina. He is the director of "Project Return" program and his resume, and scope of his work is attached at the end of this Education Program Section as attachment 3b1

There are specific elements required to accomplish our vision, which include; 1) enriched curricula and authentic assessment, 2) effective school management, 3) parental involvement, 4) technology integration, 5) sound financing, 6) leadership and character development, and 7) safety.

Affective, cognitive, and linguistic needs of each student will be met, individualized and differentiated educational plans will be developed for each student and collaboration among teachers will be highly enforced.

The success of Cosmos Foundation's Charters, Harmony Schools, in Texas is the clear evidence that the above mentioned goals will be achieved. Since student population of applied schools is almost same with Harmony Science Academy Houston, it is very clear that this method has worked. Please refer to questions 33 and 34 in the Governance, Management, and Leadership Section of this proposal and Harmony Brochure as attachment 3b2 at the end of this Section for

further explanation of Harmony Model Schools' performance. Nevertheless, a most recent national recognition is as follows:

The National Association of State Title I Directors honored Harmony Science Academy-Houston (HSA-Houston) as a National Title I Distinguished School at their annual National Title I Conference in Dallas, Texas on Saturday, January 28, 2006. HSA-Houston was one of 2 schools selected in the state of Texas and one of 52 schools across the nation. These academically outstanding schools were selected for outstanding results in one of two categories: 1-Exceptional student performance for two or more consecutive years or, 2- Closing the achievement gap between student groups. HSA-Houston received a certificate, a banner and has its story posted on a publication that describes all of the National Title I Award winners.

4. If proposing to use the Louisiana Comprehensive Curriculum, provide rationale for your selection; explain the methodology that will be used to implement the curriculum, and the anticipated professional development needs.

Pelican Schools will use Louisiana Comprehensive Curriculum. The student population in New Orleans is lacking of even the basic skills in core content areas. When you check the school report cards this is very clear. Moreover, State Department of Education has already worked on these Curricula and developed them. At that time the important thing becomes how to teach these curricula.

The rationale behind our decision lies in our belief: every child can learn, it is important to find the unique method to teach that child. As it is mentioned in Section 1.a. there are some educational innovations that Pelican Schools will implement. Those innovations will make Pelican students successful in Core Content areas. The example has seen at Harmony Schools in Texas where the demographic of school is similar to New Orleans, and success is at the top.

In addition to those innovations, Pelican Schools will fully implement several new programs starting with the first year that specifically address instructional strategies and content. These programs include, but are not limited to, intensive small group tutoring after school and on Saturdays, non-core class pullouts, and our Summer Safety Net program designed for students who are at limited skill levels (more than 1 year below expected grade level). These programs will be available to ALL students and required for those students deemed at academic risk. We will also continue our supplemental support programs such as home visits, student mentors, and after-school clubs aimed at keeping students in safe, education-friendly environments for extended hours. We anticipate these programs will result in an increase in LEAP and GEE tests results and will continue to produce results in the future.

It is very important that each and every child will get enough attention to succeed. These new implementation will allow staff closely monitor each students. The monthly MOCK tests will show the improvement of each child. After every test teachers will place those students in need to programs mentioned above. This implementation has been explained in the proposal thoroughly.

For the innovations to take place there is a need for professional development. Since we are on technology age, and it has been proven that integration of technology in curriculum and classroom makes a big difference; we have to train our teacher how to use technology in their lessons effectively. It is not only to know use of technology, but also to know how to use effectively. There will be workshops on this topic before school starts. Harmony school teachers and trainers will present our staff how to use technology effectively to make our lessons attractive to students. The importance of authentic teaching is well known by educators. Therefore Pelican teachers will strive to make their teaching as real as possible by means of technology and hand on activities. Seven years experience of Harmony schools will be guide to our staff. Our principal candidate, Mustafa Guvercin, has implemented this at his school successfully.

## 5. Describe the school's target population and provide evidence of the proposed curriculum's effectiveness, rigor and relevance to the target population.

Target population of proposed Charter school is diverse. In addition to that, most of these students, more than 85%, are going to be coming from economically disadvantage families. Demographic of school will show mostly minority students, mostly African Americans. There will be many kids from single families. Basically, almost all school will be at-risk students. We are certain that we will be a Title I school.

Pelican Schools will use the same program with a school system that has proven the effectiveness of their program. We have concrete evidence of the proposed school's effectiveness, rigor, and relevance to this target population. We are bringing an example that has worked for this type of population: Harmony Science Academy in Texas. For their success and achievement you may see the section explaining why we chose to work with Cosmos schools of this proposal. We would like to give here only one of those schools in Texas as an example, Harmony Science Academy-Houston, which is the first Harmony Science Academy.

This school has been serving similar type of students as New Orleans schools: 79% is minority; 37% is ELL; 65% is Economically Disadvantaged. They have been implementing the mentioned models in 1.a, 1.b, and 2 of this Education Program section.

Harmony Science Academy-Houston has been "Exemplary" school in Texas for consecutive three years. This is the greatest evidence that we can show, this is working. Moreover, The National Association of State Title I Directors honored Harmony Science Academy-Houston (HSA-Houston) as a National Title I Distinguished School at their annual National Title I Conference in Dallas, Texas on Saturday, January 28, 2006. HSA-Houston was one of 2 schools selected in the state of Texas and one of 52 schools across the nation. These academically outstanding schools were selected for outstanding results in one of two categories: 1-Exceptional student performance for two or more consecutive years or, 2- Closing the achievement gap between student groups. HSA-Houston received a certificate, a banner and has its story posted on a publication that describes all of the National Title I Award winners.

"Project Return" is another program that we would like to implement in our schools. We know that students around here are devastated from Hurricane Katrina. Moreover, they do not have anyone that can help them professionally. Mr. Rob Roberts, Director of Project Return program, has accepted to work with our students upon starting the Charter. Documents about the program and Mr. Roberts are attached as Attachment 3b1 at the end of this Education Program.

For more details about the program please see parts 1.a, 1.b, and 2 of this Education Programs section.

## 6. Discuss the school's plan for meeting requirement serve "At-Risk" student population.

The proposed charter schools will conduct diagnostic evaluations and implement research-based interventions to minimize the number of students at-risk of academic failure. Both qualitative and quantitative measures will be considered in designing programs for this vulnerable population.

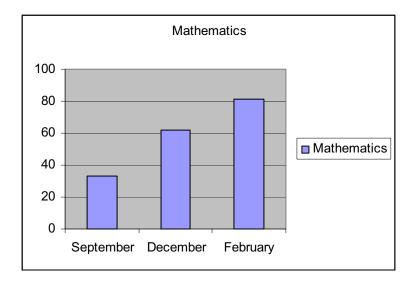
At the beginning of each school-year, the proposed charter school will administer both standardized achievement and ability tests. Students' standardized scores, percentile rank, and grade equivalency scores in Reading, Language, and Mathematics domains of achievement test will be reviewed carefully. Students demonstrating a significant discrepancy in their grade equivalency scores will be monitored carefully. Once students' achievement level is determined, students will be assigned to sections. Programs for potential at-risk students will include after-school tutoring and Saturday tutoring. The proposed charter school will take necessary steps to involve the parents in implementation of such programs.

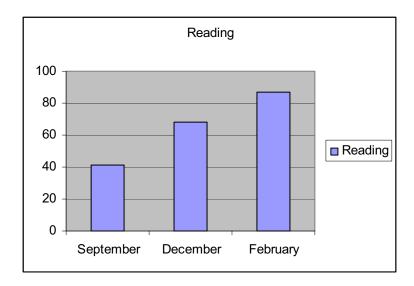
The Louisiana Department of Education has prepared booklets containing sample test questions and information about the LEAP 21 and GEE 21 tests. Aligned with state standards and these sample tests, school will create a test pool that contains adequate number of questions to be given to students in three separate sessions. The results of each session will be interpreted as explained in "Interpretive Guide" by Standards, Assessment, and Accountability Division. Each student assessment achievement level (Advanced, Mastery, Basic, Approaching Basic, or Unsatisfactory) will be determined in English LA, Mathematics, Science, and Social Studies according to their scaled score range. Remediation report will be derived from each administration.

Cosmos Foundation has been running 4 charter schools in Texas for last six years. A large proportion of student body in all campuses falls in at-risk category as identified by Texas Education Agency. Cosmos Foundation has been implementing well-established procedures to ensure the success of youth at-risk. Students take several MOCK state tests every year in September, December, and February. The report for each student is generated and posted on school's website. The parents can access the reports online with the username and password provided to them. However, the foundation realizes that not all parents can access valuable

information about their children online. Therefore, the reports are mailed to the parents along with interpretive guidelines. The following is a brief summary of the results from three test administration of students enrolled in 6<sup>th</sup> grade (students new to school) during 2004-5 school year. The numbers in each cell are in percentages. Students who fail to meet the performance standards established by the state are assigned to groups (students who fail may demonstrate different achievement level. More attention is given to the student group at the bottom)

| Test        | September | December | February |
|-------------|-----------|----------|----------|
| Mathematics | 33        | 62       | 81       |
| Reading     | 41        | 68       | 87       |





More than half of the students fall in at-risk group as identified by the state. These students are invited to after-school and Saturday tutorials until they successfully pass the limit in next practice test. During the time between two administrations, teachers work with students, present new strategies; expose students to higher order thinking skills through hands-on and group activities. Some are assigned to a mentor.

By the time students take the actual test in April, the passing percentage exceeds 90.

(A more detailed school data table prepared by Texas Education Agency can be viewed at the State Department of Education's website:

http://www.tea.state.tx.us/perfreport/account/2005/district.srch.html

In accordance with the regulations for remedial education programs approved by the State Board of Elementary and Secondary Education, the proposed charter school will develop local remedial education programs for students who fail to meet required proficiency levels on the State administered criterion-referenced tests of the Louisiana Educational Assessment Program. Remedial education programs will be designed to assist such students, including identified students with disabilities, to overcome their educational deficits identified as a result of the State's criterion-referenced testing program for grades 4 and 8 and the Graduation Exit Examination.

The intent of remedial educational programs is to improve student achievement in the grade appropriate skills identified as deficient on the State's criterion-referenced testing program for grades 4 and 8 and the Graduation Exit Examination. The proposed charter school will provide remediation in the form of summer school to both 4<sup>th</sup> and 8<sup>th</sup> grade students who score at the "Approaching Basic" or "Unsatisfactory" level on LEAP for the 21st Century (LEAP 21) English Language Arts or Mathematics tests. Summer Remediation under this option will consist of a minimum of 50 hours of instruction per subject. The program will be provided to students who score at the "Unsatisfactory" level on LEAP for the 21st Century (LEAP 21) Science and Social Studies tests. In addition, students enrolled in 4<sup>th</sup> and 8<sup>th</sup> grade who score at the "Approaching Basic" level on LEAP for the 21st Century (LEAP 21) English Language Arts, Mathematics, Science, or Social Studies tests will be eligible for the program.

The proposed charter school is committed to meet the needs of students who are at risk of academic failure, at least one year behind the expected grade level for the age of the individual, have dropped out of school in the past or have high absenteeism rate at school.

The proposed charter school will recommend its teachers to conduct home visits. Strong parent/teacher/student relationship is crucial in helping this student population. Home visits help establish rapport among these groups. During home visits, teachers will discuss student progress, programs and planning; parents provide priceless feedback and input; and students improve both academically and socially.

High expectations are usually recognized as key to the success of all students, especially those at risk. The proposed charter school will adopt heterogeneous grouping of students rather than ability grouping.

In heterogeneously grouped classes, students receive reading instruction at their level in some combination of guided reading groups, individualized reading with one-to-one conferencing, flexible grouping based on needs or interests and literature circles.

Moreover, Schools have a very powerful source in hand as a Principal, Mr. Mustafa Guvercin. He has been running a charter school with more than 86% at risk students in Oklahoma City. According to last year State test scores in his school, there is a 100% passing in Mathematics, and 98% passing in Reading. He has been implementing Harmony model successfully at his school.

# 7. Provide a description of specific and measurable goals for student academic performance and operational management associated with the performance outcomes listed

| PERFORMANCE          | SCHOOL'S INTERNAL GOAL  |
|----------------------|---|
| OUTCOME              |   |
| Daily Attendance     | To have attendance rate more than District average, and increase it to State Average. This will be 94% for first year and increase it to 97% for the coming years.  |
| State Tests          | The school rating on School Performance Score (SPS) will compare favorably with those of schools that have similar student populations.  Annual 5% increase Basic skills in Core Academic Subjects, especially Reading and Mathematics.  The goal for school is to attain academically acceptable rating for the first year, and reach 100% proficiency by year 2013-2014 as mandated by NCLB.  |
| Diagnostic Tests     | Pre/post test models will be used to monitor student growth each year, with informal reading records taken on an on-going basis to direct instructional decision-making. Students who do not demonstrate progress resulting in a minimum of one year's growth will receive additional services.  The school will demonstrate student improvement on standardized tests, and student scores will compare favorably with those from schools that have similar student populations (e.g., race, gender, and socioeconomic status). |
| Graduation/Promotion | Goal is to graduate 80% of students entering High School Goal for promotion is 80-90% of students   |
| Teacher Retention    | It will be around 70% for the first year and will increase towards 100% yearly  |
| College Placement    | It is the goal that 80% of students graduating will be placed to at least a 2 year College.   |
| Other, describe:     | The school will have a lower drop out rate than the schools with similar student population. More see below goals.  |

These are school specific goals in general.

#### **Specific Goals:**

#### A. School Goals

The school will focus on core knowledge and essential skills so that students may achieve the mastery upon which further learning will be built. The core School grade-level outcomes meet Louisiana Comprehensive Curriculum, and are defined in part by referring to existing national and international standards. The School's education program also includes health and physical education.

School will be responsible for meeting the educational needs of its students without parents resorting to outside tutoring provided parents/guardians support the school's mission by ensuring home study sessions and homework completion. Beyond its core program, School is dedicated to challenging and stimulating every student.

#### Goals of the school as an entity

#### a. Student Based Goals

- The school will demonstrate progress in the aggregated results of the pupil outcomes listed in the student goal section.
- The school will demonstrate student improvement on standardized tests, and student scores will compare favorably with those from schools that have similar student populations (e.g., race, gender, and socioeconomic status).
- The school will have a high rate of student attendance.
- The school will have a low drop out rate.
- The school rating on School Performance Score (SPS) will compare favorably with those of schools that have similar student populations.

#### b. Infrastructure Goals

- There is no doubt that state-of-the-art laboratories are a means to strengthen the knowledge attained in classes, as well as to motivate and prepare participants for further education. As because of the high priority given to motivational activities, fairs, laboratory studies and projects, and science contests will play very important roles in our system.
- School will also utilize computers to support the instructional and managerial needs of students. For example, students in our system will use computers extensively for interactive learning, research, email, online homework, and tutoring.
- School will determine space and equipment needs and costs associated therewith; negotiate lease; ensure compliance with all regulations; develop plans for any necessary renovations to site; monitor ongoing compliance with regulations; and oversee maintenance of building and equipment.
- School will try to provide library, gym, electronic library, Internet etc. for its students and staff.

#### **B.** Student Goals: Improvement and Attainment

#### **Goals and Objectives**

#### a. Academic goals for student learning

- Students will demonstrate a proficiency in reading and writing.
- Students will demonstrate mastery in the areas of English Literature, History, Mathematics, Science, Art and a Foreign Language.
- Students will demonstrate mastery of specific leadership skills designated by the school community (e.g., Presentation Skills, Meeting Facilitation, Action Plans, Conflict Resolution, Diversity Sensitivity, and Personal Leadership Qualities).

- Each student will gain an understanding of his/her individual learning style and will develop strategies to adapt to different situations/tasks. Each student will develop life-long learning skills including self-assessment, goal-setting, critical thinking, information processing, problem solving, effective communication, collaboration and cooperation, self-discipline, and creative expression.
- Students will demonstrate a proficiency in technology skills designated by the school community to be important for both lifelong learning and preparation for a technology-based workforce.
- Talented students will be encouraged to participate in science (Physics, Chemistry, Biology etc.) and Mathematics Olympiads and projects. Olympiads are effective means to enhance scientific abilities, cultural awareness, and self-respect.

#### b. Non-academic goals for student performance

- The students will have high attendance rates. Parents will be informed monthly of student attendance.
- The students will participate in extracurricular activities.

#### Measurable school performance objectives

- Students will meet or exceed the existing state and national standards.
- Majority of students will read at or above grade level.
- State targeted percent of students will score at or above satisfactory level on LEAP and GEE with no significant differences between subgroups as required by NCLB.
- The school will demonstrate student improvement in standardized tests, and compare favorably with schools having similar student populations. The main comparison will be done according to SPS scores.
- Pre/post test models will be used to monitor student growth each year, with informal reading records taken on an on-going basis to direct instructional decision-making. Students who do not demonstrate progress resulting in a minimum of one year's growth will receive additional services.
- A high proportion of students will participate in one or more extracurricular activities.
- The individual attendance rate will be above state rate.
- Teachers will identify strengths and weaknesses of students and set yearly performance goals.
- Other evaluations will include student performance reports, nine-week grade reports, and student/parent surveys/ questionnaires, online testing.
- The overall school attendance will meet or exceed the local school district's average.

#### **Progress measured**

Individual student progress will be monitored by the classroom teacher, the director of School, parents, and the students. The following table indicates how progress will be measured with respect to each goal listed above.

| STUDENT GOALS   | PERFORMANCE MEASURE   |
|---|---|
| Proficiency in reading and writing  | Varied writing assignments, portfolios, exhibitions, and standardized tests.                      |
| Mastery of designated goals in English,<br>History, Mathematics, Science, Art, and<br>Foreign Language  | Essays, exams, standardized tests, portfolios, exhibitions, practical lab, and oral examinations. |
| Mastery of specific leadership skills designated by the school community (e.g. presentation, meeting facilitation, conflict resolution, diversity sensitivity, and knowledge) | Essays, surveys, journals, portfolios, exhibitions, projects, and performance examinations.       |
| Identification of Individual Learning Style   | Self-assessments, goal setting, individual and group projects, short and long term projects.      |
| Development of Technology and Computer Skills.  | Portfolios, exhibitions, and projects.  |
| Participation in Science and Mathematics<br>Olympiads   | Placements of gifted students in Olympiads and competitions                                       |
| Attendance  | Daily recording and Informing parents monthly.  |
| Participation in Extra-curricular activities  | Measuring student involvement in activities   |

8. Describe the school's plan for monitoring and reporting the effectiveness of the curriculum, instructional methods and practices during the first school year, at year 3 and at year 5.

This question has been answered through out the questions 1-6 of this section. We would like to summarize it in short. First there is a monitoring inside the school, how administration will monitor the effectiveness of the program. Secondly, there is a Board Monitoring System that is explained thereafter.

The greatest challenge that schools face at New Orleans is to raise student achievement and close the gap between the subgroups. This will be the main focus of Pelican Schools for the first year and thereafter. Our schools will have a intensive monitoring and reporting structure at the school level, board level, and parent level.

We have to have a needs assessment at the beginning of the first year, and every year. School Improvement plan will be compiled accordingly with teachers, administrators, parents. This is a school wide planning. However, educators are aware that kids get lost in the cracks of the system. To prevent this to happen we have to monitor each and every child individually.

Therefore, the proposed charter schools will conduct diagnostic evaluations and implement research-based interventions to minimize the number of students at-risk of academic failure. Both qualitative and quantitative measures will be considered in designing programs for this vulnerable population.

At the beginning of each school-year, the proposed charter school will administer both standardized achievement and ability tests. Students' standardized scores, percentile rank, and grade equivalency scores in Reading, Language, and Mathematics domains of achievement test will be reviewed carefully. Students demonstrating a significant discrepancy in their grade equivalency scores will be monitored carefully. Once students' achievement level is determined, students will be assigned to sections. The proposed charter school will take necessary steps to involve the parents in implementation of programs as well.

The Louisiana Department of Education has prepared booklets containing sample test questions and information about the LEAP 21 and GEE 21 tests. Aligned with state standards and these sample tests, school will create a test pool that contains adequate number of questions to be given to students in three separate sessions. (We will use different sources to increase the number of possible test items in this pool. There are vendors that have question pools aligned with State Standards as web sites or booklets. In years the question banks will be enriched with our teachers test items.) The results of each session will be interpreted as explained in "Interpretive Guide" by Standards, Assessment, and Accountability Division. Each student assessment achievement level (Advanced, Mastery, Basic, Approaching Basic, or Unsatisfactory) will be determined in English LA, Mathematics, Science, and Social Studies according to their scaled score range. Remediation report will be derived from each administration. There will be monthly practice tests to determine the names of the kids to attend reinforcing programs. These programs are explained below.

Pelican Schools will fully implement several new programs starting with the first year that specifically address instructional strategies and content. These programs include, but are not limited to,

- intensive small group tutoring after school
- intensive small group tutoring on Saturdays,
- non-core class pullouts, and
- our Summer Safety Net program

designed for students who below basic level (more than 1 year below expected grade level). These programs will be available to ALL students and required for those students did not score at the basic level or above. We will also continue our supplemental support programs such as home visits, student mentors, and after-school clubs aimed at keeping students in safe, education-friendly environments for extended hours. We anticipate these programs will result in an increase in LEAP and GEE tests results and will continue to produce results in the future.

Principal will have biweekly meetings with all teachers and analyze the results of practice tests with them. This will help monitor each individual child's improvement. The system will be

flexible and adjustments will be made right on time. Technology will be used to make those statistics, graphs and analyses. Departments will have biweekly meetings to discuss students learning, vertical and horizontal alignment of classes, technology implementation, and other related issues. There will be administrators attending those meetings in rotation. These meetings will help to fix the missing points of improvement plans on time.

Parents are very important in this process. They will have access to test records of the student on our web site. Those reports will be mailed to parents as well, in case they do not have access to internet.

After every practice test school report card will be prepared grade by grade, subject by subject for all subgroups. This will show the staff any underserved subgroup explicitly. Teachers will have these reports on sub sections as well. These reports will direct us to the target. As an example, we will see most of students has not been able to answer a question on this type of fractions will tell us that we have to go back and teach that part to all students with a different method. Moreover, it will show us there is only some couple students couldn't solve the problem will lead us to reinforce this only for those students. There will be a report prepared for School Board each month to show improvement and where we need to concentrate more. Board of Directors will be informed every month with this report and their ideas will be taken into account.

Attached on next page is only a part of sample campus improvement plan. It includes the goal, data, intervention, responsible teacher, and how to monitor. The names, data are imaginary to show only a sample.

There will be State tests administered on specified dates. This will be the report of success given to Department of Education. School Report card and student test results will be provided to parents. After first year of operation it is going to be easier to follow and improve those steps. We would like to enhance the system of monitoring, and reporting continuously. At the end of every year cumulative changes to the system will be made by teachers, administrators on the shade of what has been seen during the year. Students will be monitored over the years as well.

#### Campus Planning Template

#### **Improving Reading Proficiency**

**Relationship of Data to Goals:** Selection of goals must be based upon an identified instructional need and must be corroborated by data. Discuss how the selected strategies will a) close any disparities between noted student groups, and b) increase the number and percentage of students who will score at or above the "proficient" level.

Current data indicates that 11 out of 63 students (17 %) in 8<sup>th</sup> grade are below satisfactory level on the LEAP reading test which indicates a need for reinforcement in reading proficiency. Our Safety Net and after school tutoring programs, which engage students in intense small group instruction, helps reduce the number of students that perform poorly in this area. Our monthly assessments, which mirror LEAP tests, provide data as to the levels of improvement of individual students. These programs provide Pelican students the necessary tools and strategies to improve their ability in reading.

**Rationale for Strategies:** Effective strategies are matched to the needs of learners. In this section, discuss a) why the students are performing at the current levels on assessments, and b) how the selected strategies are matched to the current instructional needs and represent scientifically based teaching practices.

Scientific research indicates that students who come from low income or ELL backgrounds are more likely to struggle with the area of Reading. Pelican School currently has 86% of its student population qualifying for the state free/reduced breakfast and lunch program and our Hispanic population is 28 %. Through intensive intervention with specifically designed Safety Net and after school tutoring programs, these same students are more likely to be successful in Reading than students who were not engaged in this manner.

| Team Leader: Sea | an Payton  | Action Team Member       | rs: Reggie Bush, Saints Dome |           |               |           |
|------------------|------------|--------------------------|------------------------------|-----------|---------------|-----------|
| Resu             | <u>lts</u> | Intervention<br>Strategy | <u>Activities</u>            |           |               | Resources |
| School Goal      | Measure    |                          |                              | Frequency | Documentation |           |

| Current Da 48 % To increase Proficient | Core Programs: a. Safety Net programs b. After school tutoring c. Saturday tutoring d. Monthly | <ul><li>a. Meet in the summer for a two week intensive class which focuses solely on improving Reading strategies. This class meets for two hours a day.</li><li>b. Meet twice a week for an hour in</li></ul> | a. Two week<br>period over<br>summer<br>b. Two<br>times<br>weekly for | District Benchmark Testing | Title I Funding Local, State, Federal, and Private Grants Teachers |
|--|--|--|---|----------------------------|--|
| the number of                          | assessments  | small groups, no more than 10 kids per   | one hour.   | Locally                    | Students   |
| students who Annual                    |  | teacher, to work on improving Reading  | These are 4   | Generated                  | Volunteer  |
| demonstrate proficiency of             |  | skills.  | week sessions.  | Testing                    | Tutors   |
| Reading. 75 %                          |  | c. Meet on Saturdays for 2 hours in  | c. Once a   | Teacher                    |  |
| Proficient                             |  | small groups to improve Reading skills.  | week  | Lesson                     |  |
|  |  | d Condest we will be more than the desta solice.   | meetings on   | Plans                      |  |
|  |  | d. Conduct monthly practice tests which mirror the LEAP tests.   | Saturdays. d. Monthly   | Standards                  |  |
|  |  | mirror the LEAT tests.   | d. Monthly  | Checklists                 |  |
|  | Supplemental:<br>e. DEAR   | e. All teachers in all subjects will incorporate 30 minutes of Drop  | e. Monthly  | LEAP Testing               |  |
|  | f. Suggested Reading lists   | Everything and Read time into their curriculum.  | f. Quarterly  | District<br>Benchmark      |  |
|  | g. Star Reader<br>Program  | Parents will be asked to do same.  f. All teachers in all subjects will  | g. Quarterly  | Testing                    |  |
|  | Trogram  | develop suggested reading lists for each   |   | Locally                    |  |
|  |  | course and provide assessment for  |   | Generated                  |  |
|  |  | completed assignments related to these readings.   |   | Testing                    |  |
|  |  | _  |   | Teacher                    |  |
|  |  | g. Students will participate in the Star<br>Reader program by reading a book on or<br>above level and taking a test in the   |   | Lesson<br>Plans            |  |
|  |  | library for reward points. Reward points may be redeemed for prizes and privileges.  |   |                            |  |

| Acceleration:       | h. Tutoring through teacher pull outs,  | h. as needed | LEAP Testing |
|---------------------|---|--------------|--------------|
| h. Individual       | peer tutoring.                          |              | District     |
| student, one on     |   | g. as needed | Benchmark    |
| one skill building. | i. Use of mobile computer lab to access |              | Testing      |
| _                   | STAR reader programs, various tutoring  |              | Locally      |
| i. Additional use   | websites                                |              | Generated    |
| of technology to    |   |              | Testing      |
| enhance reading.    |   |              | Teacher      |
| _                   |   |              | Lesson       |
|                     |   |              | Plans        |
|                     |   |              |              |

Another sample table is given for Goal:

To extend academic success by maintaining safe, healthy and engaging learning environments

Relationship of Data to Goals: Selection of goals must be based upon an identified instructional need and must be corroborated by data. Discuss how the selected strategies will a) close any disparities between noted student groups, and b) increase the number and percentage of students who will score at or above the "proficient" level.

Current data indicates that providing students with a safe, engaging educational community will translate into increased academic success. The vast majority of Pelican students do not have a home environment that is conducive to quality academic progress. That is why Pelican strives to provide our students with exciting and engaging instruction not only during school hours but also after school, weekends, and summers. This availability of resources encourages students to embrace the school as a unique opportunity to better themselves and their lives. This is leading to an increase in attendance and participation that will continue to improve our students' skills and test scores.

**Rationale for Strategies:** Effective strategies are matched to the needs of learners. In this section, discuss a) why the students are performing at the current levels on assessments, and b) how the selected strategies are matched to the current instructional needs and represent scientifically based teaching practices.

Scientific research shows there are many difficulties poverty level families face in providing their children the necessary education for socio-economic advancement. Since Pelican has such a high number of student families at or near poverty level, we motivate students to want to better themselves by celebrating the individual achievements and worth of every student at every level. We feel that by providing students with a nurturing, interesting, and encouraging atmosphere, students will develop a love of learning that will inspire self-motivation. This will result in improvements on class and test performance, but more importantly, on long-term academic goals and success in life.

Team Leader: Sean Payton Action Team Members: Reggie Bush, Saints Dome

| <u>Results</u>      | Intervention<br>Strategy | <u>Activities</u> |           |               | Resources |
|---------------------|--------------------------|-------------------|-----------|---------------|-----------|
| School Goal Measure |                          |                   | Frequency | Documentation |           |

| To increase attendance and participation while decreasing discipline referrals  Current Data 93.1 % Attendance Rate  Annual Target 96% Attendance Rate | a. Technology integration into every classroom b. Off-site Research c. Student Recognition Awards d. Student Rewards and Incentives | for group and individual instruction, research and projects a.2 Interactive multi-media presentations incorporated into lesson plans a.3 On-line testing and review available to students, parents, and teachers at or away from school  b.1 Partnership with local Universities allowing student visits, tutoring, writing lab and library access. b.2 College campus visits b.3 Educational field trips and research expeditions b.4 Different scholarships for summer study abroad programs  c.1 All school ceremonies acknowledging student progress at all levels of various achievements c.2 Evening ceremonies and dinners for student families acknowledging student progress at all levels of various achievements c.3 Quarter, Semester, and yearly | b.1 weekly b.2 monthly b.3 quarterly b.4 yearly c.1 quarterly c.2 quarterly c.3 quarterly d.1 Monthly d.2 yearly | Referral reports Suspension reports Lesson Plans Unit Plans Yearly Plans | LDOE Local, State, Federal, and private grants Teachers Community Partners Parents |
|--|---|---|--|--|--|
|--|---|---|--|--|--|

| Supplemental:<br>e. after school<br>clubs, sports, and<br>organizations | e.1 students cannot attend an after-<br>school programs if they have been<br>absent that day<br>e.2 students cannot participate in after-<br>school programs if they have received<br>a discipline referral within two weeks<br>of activity  | e. daily | After-school<br>sign in<br>attendance<br>sheets |  |
|---|--|----------|---|--|
| Acceleration: f. home visits g. peer contact program                    | f.1 All teachers are required to visit the home s of each of their home room students at least once within the same school year  g.1 All students are assigned another student as their peer contact. If a student is absent, his/her peer will contact the absent student with homework assignments, offer help, and express concern. |          |   |  |

Pelican Foundation Board members are aware of the fact that they are ultimately responsible for fiscal and academic performance of the school(s). Cosmos Foundation will provide support services for the administration of the school(s). The following Monitoring System has been developed to oversee and monitor the performance of school(s)'s administration as well as Cosmos Foundation as the management company.

# PELICAN FOUNDATION BOARD MONITORING SYSTEM

#### Overview

The Monitoring System provides a mechanism for formal reporting to the Board regarding school(s) goals and core values on a mandated periodic basis. The Monitoring System will allow the Board to efficiently monitor and measure the guiding principles of the Pelican Foundation.

In order to efficiently maintain and measure School(s) goals and core values, the Board will systemically monitor these important principles and give School(s) Administrators clear direction. The Monitoring System will allow current and future Board members and administrators a clear understanding of School(s) goals and core values.

The Administration shall report to the Board on each goal and core value using the specific method and timing set out below, on a routine basis (at least annually) where the method and timing are not specified. The Board will access the report and provide direction to the Administration regarding any concerns and/or changes of report substance and/or frequency. All reports developed for this purpose shall utilize graphic descriptors to illustrate critical data and shall also include a comparative analysis. The Board may choose to leave the reporting structure of certain goals and core values to the discretion of the Superintendent of Schools. The duties of the Board President shall include ownership of and responsibility for the Monitoring System. Future Superintendent contracts will also be amended to determine compliance with School(s) goals and core values. The Board will access these reports and provide direction to the Superintendent of Schools regarding the reports.

# **GOAL 1: INCREASE STUDENT ACHIEVEMENT**

# A. Eliminate the Achievement Gap

**Objective:** To eliminate any achievement gap between student groups as measured by the state wide examination.

**Reporting:** The administration shall provide the Board with a report reflecting any gap in LEAP passing rates between White, African-American, Hispanic and Economically

Disadvantaged students, and by gender, in each tested topic. The report shall report cumulative school(s)-wide scores combining all grade levels into one chart. It shall be reported in bar chart format showing the pass rate of each group's scores and the extent to which those scores fall behind the score of the leading group. A second line chart shall reflect the change in the gap from previous years.

**Timing:** The charts shall be provided to board members as an A-1 report annually in August or September.

# **B.** Improve Dropout Rate and Completion Rate

**Objective:** School(s) shall lower the dropout rate and increase the graduation rates with the ultimate goal of having all Pelican students graduating with their cohort group. School(s) shall reach the dropout rate and completion rate. Further, the district shall have a graduation rate of no less than 85 percent by 2011-2012.

**Reports:** The Administration shall provide the Board with a report on the progress being made to decrease dropout rates and increase graduation rates. The report shall include data depicting the School(s)'s dropout rate and graduation rates as compared to the state averages. In addition, the report shall include analysis of these data by all students and various student groups.

**Timing:** This report will be provided to the Board following the release of the performance report from the State Agency.

#### C. Maintain Promotion Standards

**Objective:** Maintain promotion standards that incorporate statewide test scores, norm referenced scores, course grades and attendance standards. Use mandatory summer school to bring students into compliance with the standards.

Reports: The Administration shall provide the Board with three bar charts. The first shall show (for the school year completed one year ago) the total number and percentage of students meeting promotion standards during the regular school year, students not meeting promotion standards during the school year, but meeting the standards after summer school, and those not meeting promotion standards either after the school year or summer school. The second bar chart shall show the number and percentage of those same students promoted and not promoted the following year. The third chart shall show the promotion statistics, by school, for the just completed school year. The Administration shall also provide a bar chart showing, for the just completed summer school session, the total number of students referred to summer school, number attending, number completing, number promoted and number retained. The Administration shall also provide by school, the total number of students whose promotion was considered by a grade placement committee, reflecting the total number of students promoted and retained.

**Timing:** The charts shall be provided to Board Members as an A-1 report annually in December.

# D. Increase the Number of Students Taking Advanced Placement Exams and Scoring 3 or Higher

**Objective:** Pelican School(s) will maximize the number of students taking Advanced Placement exams and the number of students scoring a 3 or higher on those exams.

**Report:** The Administration shall provide the Board with a bar graph reflecting the number of AP exams taken by Pelican School(s) students as well as the number scoring 3 or higher.

**Timing:** The report will be available to the Board in September of each year.

# E. Special Education Students are Appropriately Served

**Objective:** Students with special needs shall be provided individually appropriate, intensive instruction to enable them to eventually perform at levels comparable to their peer group. The percentage of students served by special education programs shall be consistent with state and national averages and students should be exited from the program as soon as individually possible.

**Reports:** The Administration shall provide the Board with a report listing numbers of students referred and then identified for special education services and the number of students served in special education by ethnicity, including state and national comparative data. The report shall also specify the number and percentage of students exited from the program. Finally, the report shall include analysis of the number and percentage of students appropriately participating in the state's assessment program as measured and defined by the participation provisions of No Child Left Behind Act of 2001.

**Timing**: This report will be prepared for the Board in November of each school year.

#### **GOAL 2: INCREASE MANAGEMENT EFFICIENCY**

#### A. Increase Emphasis on Resources Devoted to Instruction

**Objective:** The Pelican Foundation will demonstrate the effective and efficient use of taxpayer dollars and increase monies spent on the teaching and learning process.

**Reports:** The Administration will report to the Board on management efficiencies that

have been achieved throughout the organization. The report will also include detailed analysis reflecting the percentage of school district monies supporting instruction. This analysis would be focused on measuring the resources deployed to support the teaching/learning process, including monies dedicated to teachers, counselors, librarians, campus administrators, nurses salaries, curriculum work, and professional development designed to enhance classroom teaching. The report will also include additional resources used to create a conducive learning environment, including utilities, transportation, and food services.

**Timing:** This report will be provided to the Board in February of each year as a part of the budget development process.

# B. Program and Services Will be Evaluated for Effectiveness

**Objective:** All major programs and services throughout the School(s) will be closely evaluated to determine their effectiveness on meeting the district goals and objectives. Evaluation results shall be utilized to make adjustments and/or to eliminate various programs and services.

**Reports:** The Administration will report to the Board the effectiveness of programs and services. The report will include a framework for program and services review or evaluation and shall include a cycle of programs and services of high impact that will be evaluated. The evaluations shall include a cost benefit analysis of programs and services.

**Timing:** At least five evaluation reports on high impact programs will be provided to the Board of Trustees. Two evaluation reports will be provided within the first semester of the school year, two within the second semester, and the final report during the summer.

# C. Enhance Teacher Quality

**Objective:** The Pelican Foundation will enhance the quality of its teacher workforce.

**Report:** The Administration will provide the Board with a report reflecting critical workforce data, including retention rates, numbers of teachers assigned outside their area of certification, and attendance rates. In addition, the report shall include the development and articulation of a plan for investing in teachers through recruitment, quality research based professional development, and a clearly articulated career path for the development of teacher leaders.

**Timing:** A report will be made to the Board on this item in March of every year.

#### GOAL 3: IMPROVE PUBLIC SUPPORT AND CONFIDENCE IN SCHOOLS

#### A. Improve Support of Pelican Schools

**Objective:** The Pelican Foundation will improve the community's support and confidence in the quality of the school(s) and will make Pelican School(s) a school of choice.

Reports: The administration will conduct a survey using a stratified random sampling of parents, community, and business groups annually. The report shall include data reflecting the perceptions of parents and community about the overall school(s) as well as perceptions about the general direction of the school(s), satisfaction with the performance of individual schools, school safety, and satisfaction with central administration on areas such as safety, academic achievement and use of tax dollars. In addition, reports will be provided to the Board following meetings with the community to gather input. These reports shall include all feedback provided along with detail related to how this information will be used by the administration to improve programs and services. The administration shall survey volunteers in the Schools annually. The report to the Board on this survey shall include volunteer perceptions of the school(s), perceptions about the role of volunteers, and the value placed on them by the Foundation

**Timing:** The results of these surveys will be shared with the Board in March annually.

#### GOAL 4: PROVIDE FACILITIES-TO-STANDARD PROGRAM

# A. Long-Range Facilities Planning

**Objective:** The Administration will develop a long-range facilities plan in order to provide safe, clean, modern and well-equipped facilities for all children.

**Report:** The administration shall report on development of a facilities-to-standards program. The report shall include details regarding new construction, renovations, facility maintenance operations, furniture, fixture and equipment and associated budgets, the number of transportable buildings, the age and condition of facilities. In addition, the report shall include an analysis of outstanding and deferred work orders for all programs. Pelican Foundation standards for facilities, including square footage/student and costs/square foot shall be developed. The standards shall specify expectation for facilities for central administration, elementary, middle, and high schools. The report shall include a yearly assessment of progress made towards these standards. The report will also include analysis of current facilities, maintenance, and operations such as numbers of portable buildings, the age of and condition of facilities, and outstanding and deferred work orders.

**Timing:** Progress reports shall be made quarterly as an A-1 agenda item commencing in June

# STUDENTS WITH EXCEPTIONALITIES

Charter Schools are required to serve students with exceptionalities and any students with a special need including, but not limited to physical, mental, emotional and social disability. Applicants should review state and federal laws regarding meeting the requirements of students with Individualized Education Plans (IEP). All schools are required to comply with these requirements and thus responses to the questions below should not restate the law and compliance requirements. Your responses should articulate the school's philosophy regarding educating these populations, including but not limited to strategies for recruitment, retention, and support.

- 9. Describe how the proposed school will provide students with disabilities access to a free, appropriate education in the least restrictive environment.
  - a. Explain how the school assess, review, revise and implement the IEP.
  - b. Describe the school's plan to ensure parents of children with exceptionalities are informed of how their children are progressing on annual IEP goals and in the general curriculum.
  - c. Describe how the school will provide accommodations for students with disabilities who require extended school year services.

The school will adhere to all provisions of federal law relating to students with disabilities, including the IDEA, section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990, that are applicable to LEAs. In addition, the school will adhere to all provisions of state law relating to students with disabilities, including Bulletin 1706, 1508, and 1530.

# Free and Appropriate Public Education (FAPE)

The proposed charter school will have in effect policies and procedures to ensure that all children with disabilities enrolled, regardless of the severity of their disability, and who are in need of special education and related services, are identified, located, and evaluated in compliance with IDEA, Section 504 of the Rehabilitation Act of 1973, and Title II of the ADA of 1990 as applicable to LEAs.

The proposed charter school will ensure that a free appropriate public education (FAPE) is provided to all individuals with disabilities, ages 3-21(although the school may not serve all students in this range, as a local education agency, it will carry out its responsibilities to locate such students as described in 34 C.F.R. §300.125 and direct them to relevant agencies) rules and regulations who qualify for special education services in accordance with LA-R.S. 17:1943. To carry out these responsibilities, the

proposed charter school will implement: a comprehensive system of "Child Find" in which the proposed charter school personnel actively search for all individuals with disabilities or developmental delay who are 3-21 years of age.

The proposed charter school will continuously inform the community concerning programs available for students who are eligible for special education services by means of public awareness announcements and articles, the proposed charter school newsletters sent home as a letter to parents, brochures, parent night presentations, and meetings open to public. The proposed charter school will maintain a list of its dissemination network including community agencies and facilities, individuals, and locations that child find information, and evidence of on-going communication.

#### **Full and Individual Evaluation**

In accordance with regulations for implementation of the children with exceptionalities Act (R.S. 17:1941 et seq), the proposed charter school will identify a student as suspected of having exceptionality by the school building level committee coordinating and documenting results of the activities as described below. Parents must provide written consent prior to the assessment procedures begins. The proposed charter school assures adherence to IDEA 2004 in light of lack of federal regulations and revisions to state statute and regulations.

#### A. Educational Screening:

- 1. A review of the results of sensory screening and of the student's educational and health history conducted by school personnel. The evaluation coordinator shall ensure that developmental screening is conducted by pupil appraisal personnel during the evaluation of preschool-aged children
- 2. A review of the student's academic and social performance, language and communication skills, performance on applicable statewide and district-wide assessment tests
- 3. A teacher/parent communication concerning the child/student's specific problem or exceptional skills

- 4. At least one comprehensive and documented regular education intervention appropriate to the student's age and learning/behavioral problems. This activity is not required for a student suspected of having a speech or language impairment only, being gifted or talented, having a severe or low incidence impairment. It also is not required when there is substantial documentation that the student is likely to injure him/her self or others. Individual interventions may consist of, but are not limited to, techniques such as those listed below.
  - a. Restructuring the classroom/school environment
  - b. Modification of the student's instructional program
  - c. Peer tutoring
  - d. Behavior management plans specific to the behavior of concern
  - e. Combined home/school behavior change program
  - f. Individual or group counseling/therapy
  - g. Remedial/compensatory education

# **B.** Sensory Screening

- 1. Hearing Screening
  - a. Hearing screening is to be considered current only if three conditions are true.
    - (1) Normal results have been obtained within the past 24 months for enrolled students and within the past 12 months for non-enrolled students; and
    - (2) No hearing problems currently are exhibited by the student; and
    - (3) No history of acute or chronic ear infections or persistent head colds are indicated in the health screening.
  - b. Child/Student is identified as "at-risk" of having a hearing impairment should one of the following conditions exist:
    - (1) Failure to respond at 20db in one of 1000, 2000 or 4000 frequencies in at least one ear
    - (2) Failure to respond at 25db in two or more frequencies in at least one ear

- (3) Middle ear pressure outside the range of -200 and +50 mm  $H_2O$  in either ear or
- (4) Excessively stiff or flaccid tympanogram in either ear
- c. Children/students for whom specific audiometric test results cannot be obtained because of age or degree of involvement or for whom informal hearing test results do not rule out the possibility of a hearing loss should be considered "at risk." The extent of the child/student's hearing loss must be determined, using electrophysiological techniques when necessary.

# 2. Vision Screening

- a. Vision screening is to be considered current only if three conditions are true.
  - (1) Normal results have been achieved within the past 24 months for enrolled students and within the past 12 months for non-enrolled children; and
  - (2) No vision problems are currently being exhibited by the student; and
  - (3) No history of eye infections, either acute or chronic, is indicated in the health screening.
- b. A student's vision is considered "at risk" as dictated by the criteria in the manual of the instrument used for testing. Vision screening must include tests for three conditions.
  - (1) Acuity (near point and far point)
  - (2) Color blindness
  - (3) Muscle balance
- c. If the required techniques are unsuccessful because of the student's immaturity, physical impairment, or mental ability, adapted methods of testing shall be used to determine the extent of the loss.

# C. Health Screening

1. Health screening is conducted only when there is some concern with the health status of the student.

2. A student's health is considered "at risk" if through history, observation, and other procedures, health problems are noted.

# D. Speech and Language Screening

- 1. Speech and language screening is conducted only on those students about whom there is some concern with communication skills.
- 2. The tasks, items, or tests used in screening should include a sampling to determine pertinent skills or conditions.
  - a. Auditory processing skills (e.g., reception, discrimination)
  - b. Articulation
  - c. Receptive and expressive language
  - d. Voice
  - e. Fluency
  - f. Oral motor functioning
  - g. Oral structure

# E. Motor Screening

- 1. Motor screening is accomplished through the observation of the student's gross and fine motor skills by the teacher responsible for providing physical education to the student and, if necessary, in consultation with the teacher responsible for classroom based activities. The evaluation coordinator shall ensure that motor screening is conducted by pupil appraisal personnel during the evaluation for students not enrolled in school. If the screening indicates any of the following conditions, then a motor and/or assistive technology assessment may be needed.
  - a. Lack of strength, endurance, flexibility
  - b. Difficulty with balance activities
  - c. Failure to show opposition of limbs when walking, sitting, or throwing
  - d. Lack of control with ball skills
  - e. Difficulty in crossing the vertical midline
  - f. Poor sense of body awareness
  - g. Difficulty in remembering motor sequences
  - h. Ability to deliver written communications

# F. Assistive Technology Screening

- 1. Assistive Technology screening is accomplished through an observation of the student's skills and educational environment. An assistive technology assessment may be needed if the screening results indicate the student has difficulty in any of the following areas:
  - a. Verbal communication
  - b. Written communication
  - c. Access to the curriculum
  - d. Working independently to complete educational activities

#### **Referral Process**

The school building level committee's referral of the student to pupil appraisal personnel for an evaluation that determines a student's eligibility for services will be made through the principal/designee and will include documentation of all screening activities. An immediate referral may be made to pupil appraisal services for an individual evaluation of any student suspected of a severe or low-incidence impairment; or based on substantial documentation by school building level personnel, of any student suspected of being likely to injure him/her self or others. Screening activities should be completed as part of the evaluation for these students.

#### **Parental Participation**

Participation by parents is crucial in all meetings in which decisions are being made regarding their child in the area of identification and evaluation. Parents will be provided the opportunity to participate, at a minimum, in the meetings listed below.

- 1. The School Building Level Committee meeting in which a decision will be made whether to refer the student to pupil appraisal personnel for an individual evaluation
- 2. The evaluation team meeting to consider the results of the data and determine eligibility
- 3. The re-evaluation meeting of the IEP Team to determine the continued need for special education and related services

For an initial evaluation or re-evaluation, the school will obtain informed parental consent. Parents will be given a printed copy of their rights at the time of the request for parental consent. If the parent denies or fails to give informed consent for the individual

evaluation, the school may appeal to the appropriate state court. If the parent withholds consent for the re-evaluation, the school may request a due process hearing following the procedures described in Chapter 5 of *Bulletin 1706*. The school will not use the parent's refusal to consent to deny the parent or student any other service, benefit, or activity of the LEA except as required by *Bulletin 1706*.

A meeting may be conducted without a parent in attendance when the school is unable to convince the parents that they should attend. In this case, school will have a record of its attempts to arrange a mutually agreed on time and place, such as detailed records of telephone calls made or attempted and the results of those calls; copies of correspondence sent to the parents and any responses received; and detailed records of visits made to the parent's home or place of employment and the results of those visits. Regardless, it is important that the parent be invited and included in the evaluation process. Documentation of efforts to involve the parent will be maintained.

At the conclusion of the evaluation meeting where eligibility is determined, if the parents disagree with the consensus of the team, the school will afford the parents the right to challenge the evaluation report in accordance with procedural safeguards.

The final determination of whether or not a student is an exceptional student, and the nature and extent of needed special educational and related services will be based on a comprehensive assessment, integrating information drawn from different assessment sources. The depth of the assessment will vary based on the suspected exceptionality, review of screening information, and data collected during the evaluation process. All assessments will be conducted in accordance with Bulletin 1508.

An initial individual evaluation will be conducted whenever the student is not enrolled in special education and specific conditions exist.

a. Informed parental consent for the initial individual evaluation has been requested and received by the LEA. If a request was made for an evaluation during the time period in which the student is subject to disciplinary measures, the evaluation shall be conducted in an expedited manner as noted in Section J. Evaluation Timelines.

- b. If the school suspects that the student is exceptional, an evaluation must be conducted. If the LEA does not suspect that the student is exceptional, then it may refuse to conduct an evaluation.
- c. A final written decision has been issued by a court of competent jurisdiction requiring that an individual evaluation be conducted.
- d. A written request for an individual evaluation has been issued by a state appointed hearing officer or appeals panel.

An individual re-evaluation will be conducted by the IEP Team and the evaluation coordinator if conditions warrant, but at least once every three years, whenever the student is enrolled in special education or when one of the following five events occurs:

- a. The re-evaluation is requested in writing by the student's teacher or by the LEA's special education director/supervisor.
- b. The re-evaluation is requested in writing by the student's parent(s)- (a request for a reevaluation may be presented orally if the parent is illiterate in English or has a disability that prevents the production of a written statement).
- c. A significant change in educational placement of a student is proposed by the school system, the parent, or both.
- d. A final written decision has been issued by a court of competent jurisdiction requiring that an individual evaluation be conducted. or
- e. A student is suspected of no longer having a disability and no longer in need of services.
- f. For eligible students with disabilities not currently receiving special education services, a reevaluation shall be conducted unless refused by the parent(s).

Parents will be given a copy of the evaluation report, the documentation of eligibility and their procedural safeguards, including the right to an Independent Education Evaluation.

Referral of students enrolled in the proposed charter school for a full and individual initial evaluation for possible special education services will be a part of the school's overall, general education referral and screening system. Prior to referral, students experiencing difficulty in the general classroom will be considered for all support services available to all students, such as tutorial, remedial, compensatory, and other

services. If the student continues to experience difficulty in the general classroom after the provision of interventions, the proposed charter school personnel will refer the student for a full and individual initial evaluation. This referral for a full and individual initial evaluation may be initiated by school personnel, the student's parents or legal guardian, or another person involved in the education or care of the student.

As outlined in LA-R.S. 17:1945, prior to the evaluation, the parents of the child will be notified and informed of the purpose of the evaluation and of its benefit to the child. Parents will give written consent for the initial evaluation and placement in special education and related services.

Once a student is referred, the proposed charter school will conduct a full and individual initial evaluation before the initial provision of special education and related services to the child with a disability. The proposed charter school will ensure that the following requirements are met during the process of testing.

- i. Tests and other evaluation materials used to assess a child are selected and administered so as not to be discriminatory on a racial or cultural basis; and are provided and administered in the child's native language or other mode of communication, unless it is clearly not feasible to do so.
- ii. Materials and procedures used to assess a child with limited English proficiency are selected and administered to ensure that they measure the extent to which the child has a disability and needs special education, rather than measuring the child's English language skills.
- iii. A variety of assessment tools and strategies are used to gather relevant functional and developmental information about the child, including information provided by the parent, and information related to enabling the child to be involved in and progress in the general curriculum (or for a preschool child, to participate in appropriate activities), that may assist in determining
  - a. Whether child is a child with disability such as having mental retardation, a hearing impairment including deafness, a speech or a

language impairment, a visual impairment including blindness, emotional disturbance, an orthopedic impairment, autism, traumatic brain injury, an other health impairment, a specific learning disability, deaf-blindness, or multiple disabilities.

#### b. The content of child's IEP.

- iv. Any standardized tests that are given to a child have been validated for the specific purpose for which they are used; and are administered by trained and knowledgeable personnel in accordance with any instructions provided by the producer of the tests. If an assessment is not conducted under standard conditions, a description of the extent to which it varied from standard conditions (e.g., the qualifications of the person administering the test, or the method of test administration) must be included in the evaluation report.
- v. Tests and other evaluation materials include those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient.
- vi. Tests are selected and administered so as best to ensure that if a test is administered to a child with impaired sensory, manual, or speaking skills, the test results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual, or speaking skills (unless those skills are the factors that the test purports to measure).
- vii. No single procedure is used as the sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the child.

- viii. The child is assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities.
- ix. In evaluating each child with a disability, the evaluation is sufficiently comprehensive to identify all of the child's special education and related services needs, whether or not commonly linked to the disability category in which the child has been classified.
- x. The public agency uses technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.
- xi. The public agency uses assessment tools and strategies that provide relevant information that directly assists persons in determining the educational needs of the child.

#### **Individualized Education Programs (IEP)**

As outlined in by LA-R.S. 17:1945, "Individualized education program team" or "IEP Team" means a group of individuals composed of: the parents of a child with an exceptionality; at least one regular education teacher of such child, if the child is, or may be, participating in the regular education environment; at least one special education teacher or, where appropriate, at least one special education provider of the child; a representative of The proposed charter school who is qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of children with exceptionalities, is knowledgeable about the general curriculum, and is knowledgeable about the availability of resources of the local educational agency; an individual who can interpret the instructional implications of evaluation results, who may be a member of the team described above other than the parent; at the discretion of the parent or the school, other individuals who have knowledge or special expertise regarding the child, including

related services personnel as appropriate; and whenever appropriate, the child with an exceptionality. The regular education teacher of the child, as a member of the IEP Team, will, to the extent appropriate, participate in the development of the IEP of the child, including the determination of appropriate positive behavioral interventions and strategies and the determination of supplementary aids and services, program modifications, and support for school personnel.

In accordance with LA-R.S. 17:1945(C)(2), the proposed charter school will maintain a written record of an IEP for each child according to the format furnished by the Department of Education, with the approval of its governing authority. These IEPs will be periodically reviewed and updated at least annually. Information contained in the IEP or evaluation will not be available to the public and will be available to the professionals in need of such information in connection with the educational program and evaluation of the child subject to existing federal and state laws governing such information.

Once the test is conducted, an IEP Team will be formed for each individual that has been tested for possible inclusion to Special Education. The proposed charter school will ensure that the IEP Team for each child with a disability will include-

- 1. The parents of the child;
- 2. At least one regular education teacher of the child (if the child is, or may be, participating in the regular education environment);
- 3. At least one special education teacher of the child, or if appropriate, at least one special education provider of the child;
- 4. A representative of the public agency who-
  - Is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;
  - ii. Is knowledgeable about the general curriculum; and
  - iii. Is knowledgeable about the availability of resources of the public agency;

- 5. An individual who can interpret the instructional implications of evaluation results;
- 6. At the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel appropriate; and
- 7. If appropriate, the child.

As part of initial evaluation (if appropriate) and as part of reevaluation, the IEP Team will review existing evaluation data on the child, including

- 1. Evaluations and information provided by the parents of the child;
- 2. Current classroom-based assessment and observations; and
- 3. Observations by teachers and related service providers.

On the bases of that review, and input from the child's parents, IEP Team will identify what additional data are needed to determine-

- whether the child has a particular category of disability, or, in case of a reevaluation of a child, whether the child continues to have such a disability;
- ii. The present levels of performance and educational needs of the child;
- iii. Whether the child needs special education and related services, or in the case of a reevaluation of a child, whether the child continues to need special education and related services; and
- iv. Whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable annual goals set out in the IEP of the child and to participate, as appropriate, in the general curriculum.

Upon completing the administration of tests and other evaluation materials, the IEP Team will determine if the child is a child with a disability. A child may not be determined to be eligible if the determinant factor for that eligibility determination is because of either lack of instruction in reading or math; or Limited English Proficiency.

In interpreting evaluation data for the purpose of determining if a child is a child with disability, The proposed charter school will draw upon information from variety of sources, including aptitude and achievement tests, parent input, teacher recommendations, physical condition, social or cultural background, and adaptive behavior: and ensure that information obtained from all of these sources is documented and carefully considered. If a determination is made that a child has a disability and needs special education and related services, an IEP will be developed for the child. In developing each child's IEP, the IEP team will consider:

- i. The strengths of the child and the concerns of the parents for enhancing the education of their child;
- ii. The results of the initial or most recent evaluation of the child;
- iii. As appropriate, the results of the child's performance on any general State or district-wide assessment programs.
- iv. In the case of a child whose behavior impedes his or her learning or that of others, consider, if appropriate, strategies, including positive behavioral interventions, strategies, and supports to address that behavior;
- v. In the case of a child with limited English proficiency, consider the language needs of the child as those needs relate to the child's IEP;
- vi. In the case of a child who is blind or visually impaired, provide for instruction in Braille and the use of Braille unless the IEP team determines, after an evaluation of the child's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the child's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the child; and
- vii. Consider the communication needs of the child, and in the case of a child who is deaf or hard of hearing, consider the child's language and communication needs, opportunities for direct communications with

peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child's language and communication mode.

Upon developing an IEP, The proposed charter school will ensure that a reevaluation of each child is conducted if conditions warrant reevaluations, or if the child's parent or teacher requests a reevaluation, but at least once every three years.

An IEP team in The proposed charter school will determine that a child has a specific learning disability if the child does not achieve commensurate with his or her age and ability levels in one or more of the areas, and if the team finds that a child has a severe discrepancy between achievement and intellectual ability in one or more of the following areas:

- Oral expression.
- Listening comprehension.
- Written expression.
- Basic reading skill.
- Reading comprehension.
- Mathematics calculation.
- Mathematics reasoning.

The team may not identify a child as having a specific learning disability if severe discrepancy between ability and achievement is primarily the result of

- A visual, hearing, or motor impairment;
- Mental retardation;
- Emotional disturbance; or
- Environmental, cultural or economic disadvantage.

#### **Least Restrictive Environment**

The proposed charter school will ensure that to the maximum extent appropriate, children with disabilities are educated with children who are non-disabled; and that special classes, separate schooling or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Special education services will be provided in a variety of instructional settings. Instructional settings will be based on the percentage of time or number of periods that the student receives direct, regularly scheduled special education services as required by the Individual Educational Plan (IEP), and not on the student's disability. The IEP committee will determine the appropriate instructional setting and length of the instructional ay as appropriate for each student with disabilities.

The IEP team has the responsibility for determining the special educational needs and placement for a student with disabilities. Program decisions will be made and written on the IEP in the following areas that form the basis for the placement:

- a) the student's strengths and support needs;
- b) the concerns of the parents for enhancing the education of their child;
- c) the results of the initial evaluation or most recent reevaluation of the student;
- d) as appropriate, the results of the student's performance on any general state or school-wide assessment program
- e) the student's present levels of educational performance;
  - i. how the student's disability affects the student's involvement and progress in the general curriculum; and
  - ii. for preschool students, as appropriate, how the disability affects the student's participation in appropriate activities.
- f) The IEP team will also consider any of the following special factors:
  - in the case of a student whose behaviors impede his or her learning or that of others, if appropriate, strategies including positive behavioral intervention, strategies and supports to address that behavior;

- ii. in the case of a student with limited English proficiency, the language needs of the student as those needs relate to the student's IEP;
- iii. in the case of a student who is blind or visually impaired, provision of instruction in braille and the use of braille unless the IEP team determines—after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the student's future needs for instruction in braille or the use of braille —that instruction in braille or the use of braille is not appropriate for the student;
- iv. the communication needs of the student, and in the case of a student who is deaf or hard of hearing, the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode;
- v. whether the student requires assistive technology devices and services based on assessment/evaluation results;
- vi. in the case of a student who has health problems, the needs to be met during the school day. These needs would include such medical conditions as asthma, diabetes, seizures, or other diseases/disorders that may require lifting and positioning, diapering, assistance with meals, special diets, or other health needs;
- g) the measurable annual goals, including benchmarks or short-term objectives, related to
  - 1. meeting the student's needs that result from the student's disability to enable the student to be involved in and progress in the general curriculum,

- 2. meeting each of the student's other educational needs that result from the student's disability, and
- 3. appropriate activities for the preschool aged student;
- 4. IEP teams may continue to develop short-term instructional objectives or, as an alternative, develop benchmarks that should be thought of as describing the amount of progress the student is expected to make within specified segment of the year. Generally, benchmarks establish expected performance levels that allow for regular checks of progress that coincide with the reporting periods for informing parents of their child's progress toward achieving the annual goals. An IEP team may use either short-term objectives or a combination of the two, depending on the nature of the annual goals and needs of the child.
- h) the special educational and related services and supplementary aids and services to be provided to the student, or on behalf of the student, and the program modifications or supports for school personnel that will be provided for the student
  - i. to advance appropriately toward attaining the annual goals,
  - ii. to be involved and progress in the general curriculum and to participate in extracurricular and other nonacademic activities, and
  - iii. to be educated and participate with other students with and without disabilities in the activities,
- i) the explanation of the extent, if any, to which the student will not participate with students without disabilities in the regular class and extracurricular and other nonacademic activities including
  - any individual modifications and/or accommodations in the administration of State or district-wide assessments of student achievement that are needed in order for the student to participate in the assessment; and

- ii. the student's participation in a particular state or district-wide assessment of student achievement (or part of an assessment);
- j) the anticipated frequency, location, and duration of the special educational services and modifications;
- k) possible extended school year program (ESYP) eligibility;
- 1) the type of physical education program to be provided;
- m) for each student beginning at age 14, transition service needs that focus on the student's courses of study; and
- n) for each student beginning at age 16, the needed

The IEP team, following a discussion of the student's educational needs, will choose a setting(s) in which the educational needs will be addressed. For the location of instruction/ services, IEP team members should consider the following:

- a. Where would the student attend school if he or she did not have a disability?
- b. Has the student, as a special education student, ever received special educational instruction or services within the general education environment?
- c. What accommodations and modifications have been used to support the student as a special education student in the general education class?
- d. After a review of the modifications and accommodations form of the IEP, what additional strategies and supports have been determined to facilitate the student's success in the general education setting?
- e. If the student is not currently receiving instruction and/or services in a general education setting, what strategies could be used for providing services in the general education classroom?
- f. Based on IEP goals and objectives or benchmarks, what the instructional setting(s) would support the achievement of these goals and objectives or benchmarks?

g. If the decision has been made to provide the student with instruction and/or services outside the general education setting, what specific opportunities will the student have for integration in general education activities?

Utilizing the above information, the IEP team should choose the most appropriate setting from the continuum below:

- a. regular classroom (less than 21% of the day outside the regular class);
- b. resource with regular classes (at least 21%, but no more than 60% of the day outside the regular class);
- c. self-contained class on a regular campus (more than 60% of the day outside the regular class;
- d. special school; or
- e. hospital/homebound.

Upon determining that a student is eligible for Special Education, the educational placement of the child with a disability, including a preschool child with disability, the proposed charter school will ensure that the placement decision is made by evaluation team including the parents, and other persons knowledgeable about the child; the meaning of the evaluation data; and the placement options; and is made in conformity with Least Restricted Environment provisions mentioned in the previous paragraph.

The proposed charter school will take necessary actions to ensure the participation of parents and students, as applicable, to the IEP meetings.

The proposed charter school will provide a written prior notice to the parents whenever it proposes to initiate or change, or refuses to initiate or change, the identification, evaluation, or educational placement of the child, or the provision of a free appropriate public education to the child.

Participation in local and state assessments will be determined in IEP meeting. Students will be included in local and state assessment program at maximum extend with appropriate accommodations as necessary.

# **Special Education Personnel**

The need assessment for qualified personnel will be conducted annually. The school will analyze the qualitative and quantitative nature of student population including the number of students with disabilities and the eligibility categories. The proposed charter school's Special Education Professional Support personnel will render services to the special education program in support of the instructional program, related services program, and student evaluation services. The proposed charter school staff will be able to access the multidisciplinary evaluation team members including licensed specialist in school psychology (LSSP), speech pathologist, educational diagnostician, counselor, physical therapist, occupational therapist, audiologist, and social worker whenever needed. An educational diagnostician or LSSP will be responsible for coordinating the full and individual process except in the case of speech only referrals. For speech only referrals, the speech pathologist will head the multidisciplinary team.

The primary functions of the LSSP will include meeting the mental health needs of students with disabilities; conducting full and individual evaluations of students referred for special education services; participating in the development of individual educational plans; consulting with teachers, parents, and community agencies concerning prevention or intervention strategies related to learning and behavioral problems of students and parents; and counseling and skills development of staff with training in managing children with special needs and students with learning and behavioral difficulties.

The educational diagnostician will be responsible for the evaluation of intelligence and of educational functioning of intelligence and for collection and analysis of data pertaining to sociological variables for the students. Educational diagnostician may provide consultation to teachers, parents, and other support personnel, and community

agencies including, but not limited to, consultation concerning individual educational plan implementation and strategies for learning.

The proposed charter school will ensure that all special education staff will be certified, endorsed, or licensed in the area of assignment.

# 1. Special Education Coordinator:

Primary Role and Purpose:

Oversee the charter's special education program to provide establishment of needed services for special needs students. Complete individualized education plans to meet the needs of all students and comply with all state, federal and local requirements.

Responsibilities and Duties:

Instructional and Program Management

- Oversee and maintain special education programs and services to meet students' needs.
- Ensure that student progress is reviewed on an ongoing basis and that the results are used to make adjustments to IEPs.
- Combine the use of technology in the instructional atmosphere.
- Collaborate and support pilot program with staff that leads to effective, innovative instruction when appropriate.
- Establish program to support staff in achieving educational goals.
- Ensure special education referral process requirements are met. Arrange for, or conduct evaluations, advise on placement and program management for each student.
- Oversee and examine the IEP process for the charter.
- Confirm student placement and development of Individual Education Plan is appropriate through committee meetings according to charter policy.
- Oversee the change in services for special education students who are entering and leaving the charter system.
- Administer guidance in composing and implementing outside service contracts for special education students.

- Evaluate special education program efficiency through assessment findings, including student achievement data.
- Assist in the creation and outfitting of facilities for students with disabilities.
- Continually supervise curriculum program to ensure it is pertinent to student's needs.

# Student Management

- Support charter's special education program in relation to student management policies and expected student behavior.
- Collaborate with parents, students and teachers through conferencing on vital issues.

#### Documentation and Law

- Advise on policy improvement through beneficial programs.
- Confirm that policies established by federal and state law, Commissioner's Rules, and local charter policy in area of special education are being met.
- Gather, manage and file all hardcopy and computerized reports, records, and other documents required by charter, state and federal regulations.

# **Budget and Inventory**

- Direct the special education department budget and confirm that programs are cost effective and funds are managed sensibly.
- Provide budgets and cost guidelines based on documented needs of program.
- Oversee that adequate supplies and equipment are available and advise for the disposal of unnecessary equipment.
- Authorize and advise accounting department of purchase orders for the special education department.

#### Personnel Management

• Compile, assess and revise job descriptions in special education department.

- Guarantee outstanding operations in the special education arena through ongoing training and improvement guidelines.
- Assess job performance of staff to guarantee effectiveness.
- Aid in the employment and training of personnel and make effective recommendations in regards to personnel assignment, retention, discipline and dismissal.

# Communication and Community Affairs

- Ensure two-way communications between parents, students and community agencies to notify families of services available.
- Participate in professional organizations and serve on community boards.
- Convey to the community the charter's purpose and goals in special education and encourage support in understanding the charter's purpose.
- Show understanding through initiation of activities to meet the charter community needs.
- Solicit charter community parent involvement with suitable and positive methods.

#### Supervisory Responsibilities:

Oversee and assess the performance of special education teachers, aides and support staff.

#### 2. Educational Diagnostician:

#### Primary Role and Purpose:

Apply the special education appraisal process. Evaluate students referred for special education services for their educational learning styles and program needs. Supply diagnostic data and collaborate with instructional personnel to assure the most effective program for students with disabilities.

# Responsibilities and Duties:

# Assessment

• Handle student referrals and execute the appraisal process.

- Compile and direct assessments to evaluate student's eligibility for special education services according to federal and Texas Education Agency regulations.
- Gather and organize important evaluation information from student's cumulative folder, classroom teachers, principal, support staff, parents and outside resource people.
- Hold classroom observation and personal interviews.
- Assist with the Admission, Review, and Dismissal (ARD) Committee to aid in interpreting assessment information, appropriate placement and drafting of Individual Education Plans (IEP) for students according to charter policy.

#### Consultation

- Ensure staff development training to aid school personnel in recognizing and understanding the needs of students with disabilities.
- Verify implementation of IEP with the classroom teacher.
- Collaborate with parents on the educational needs of their child and the understanding of assessment data.
- Collaborate with parents, teachers, administrators and other relevant individuals to ensure effective work with students.

#### Program Management

- Ensure two-way communication with parents and students to maintain effective individual and group relationships.
- Aid in the choice of evaluation materials and supplies.
- Compile and implement ongoing evaluation of the assessment program and adjust as necessary.
- Gather, manage and file all reports, records and other documents required.
- Abide by all policies established by federal and state law that apply to charter schools, Commissioner's Rules that apply to charter schools, and local charter policy in the areas of assessment, placement and planning for special education services.
- Abide by all charter routines and regulations.

• Attend professional development activities to improve skills related to job assignment.

#### Communication

- Ensure a positive, constructive relationship with supervisors.
- Ensure two-way communication with colleagues, students and parents.

# 3. Special Education Aide

# Primary Role and Purpose:

Provide assistance to the teacher for the physical and instructional needs of the student with disabilities in the special education program. Help implement educational programs, including self-help, behavior management and instructional programs for students. Work under direct supervision of a certified teacher and indirect supervision of the principal.

# Responsibilities and Duties:

#### **Instructional Support**

- Prepare educational materials and displays for the classroom with the assistance of the classroom teacher.
- Assist in keeping class neat and orderly.
- Assist teacher in handling administrative records and reports.
- Help substitute teachers with classroom layout, or other pertinent classroom management.
- Assist with inventory, care and maintenance of equipment.

# Student Management

- Help physically disabled students according to their needs, including but not limited to, transferring to and from wheelchairs, lifting or positioning.
- Help students with physical needs and personal care, including but not limited to, feeding, bathroom needs, and personal hygiene.

- Assist in student behavior management. This includes handling crisis situations and restraining disruptive or dangerous students as needed.
- Take responsibility for learning and conforming to each student's special medical, physical, communicative and emotional needs.
- Coordinate educational activities assigned by the teacher; help individual students or small groups.
- Assist in overseeing students throughout school day, inside and outside classroom. This includes lunchroom, bus and playground duty.
- Advise teacher on special needs or problems of individual students.

#### Other

- Ensure confidentiality.
- Enhance job skills by participating with staff development programs.
- Be active in faculty meetings and special events as assigned.

# 4. Special Education Teacher

# Primary Role and Purpose:

Provide special education students with appropriate learning activities and experiences that will enable them to fulfill their potential for intellectual, emotional, physical and social growth. Develop student ability level instructional materials through modified curriculum and prepared lesson plans. Conduct work in self-contained, team, departmental or itinerant capacity as necessary.

# Responsibilities and Duties:

# **Instructional Strategies**

- Work in conjunction with students, parents and other members of staff to develop IEPs through the ARD Committee process for each student assigned.
- Design, write and use instructional, therapeutic or skill development program for assigned students and ensure written plan is available for review.

- Ensure comprehension of learning styles and student needs are met through creation and implementation of appropriate instructional and learning strategies, activities, materials and equipment.
- Collaborate with classroom teacher on student IEP to ensure all modifications are met and help special education students in regular class when appropriate.
- Participate in ARD Committee meetings on an ongoing basis.
- Instructional activities by using data from students learning styles assessment.
- Ensure IEP guidelines are met when presenting subject matter.
- Use an assortment of media and techniques to meet the needs and capabilities of each student assigned.
- Produce and oversee the teacher aide and volunteer assignments.
- Employ technology practices to strengthen the instructional process.

# Growth and Development

- Produce formal and informal testing to evaluate student success.
- Oversee or ensure personal care, medical care and feedings of students as stated in IEP.
- Manage and care for all extracurricular duties as assigned. Sponsor outside activities approved by charter principal.
- Serve as an example for students; support mission of charter.

#### Classroom Management

- Prepare classroom to enhance learning and aid in the physical, social and emotional development of the students.
- Control student behavior and implement discipline plan. This includes handling crisis situations and physically restraining students as necessary according to IEP.
- Collaborate with the classroom teachers regarding student behavior management programs according to IEP.
- Collaborate with charter and outside resource people regarding education, social, medical and personal needs of student.

- Ensure necessary and reasonable measures are taken to protect students, equipment, materials and facilities.
- Provide input on books, equipment and material selection.

#### Communication

- Ensure good communication rapport with parents, students, principals and teachers through conferences.
- Create and maintain a professional relationship with colleagues, students, parents and community members.
- Present information accurately through clear communication skills.

#### Other

- Enrich job skills through professional development activities.
- Keep up to date and abide by federal, state and charter policies for special education teachers.
- Gather, manage and file all reports, records and other documents required.
- Be active in faculty meetings and assist in staff committees as required.

## 5. Speech-Language Pathologist

#### Primary Role and Purpose:

Ensure speech-language pathology services are rendered to students with speech, voice or language disorders. Evaluate students and ensure therapeutic intervention to eliminate or reduce problems or impairments that interfere with their students' ability to derive full achievement from the educational setting.

## Responsibilities and Duties:

# Therapy

• Ensure proper individual and group therapy to students in accordance with speech and language goals contained in Individual Education Plans (IEP).

- Evaluate achievement of student to assess readiness for termination of therapy services.
- Evaluate eligibility of services for students with speech and/or language disorders by use of independent assessments.
- Evaluate information and observations in order to design clinical management strategies or procedures and diagnostic statements.
- Participate in the Admission, Review, and Dismissal (ARD) committee to aid in evaluation of assessment data, appropriate placement, and goal setting for students with communication disorders or conditions according to charter's procedures.

#### Consultation

- Collaborate and advise parents in remedial process.
- Assist teachers in devising an effective plan for activities, which will enhance communication skills of students.
- Ensure professional training in the charter to recognize and understand communication deficits in students.
- Provide understanding to staff, students and parents in the success of therapy goals and student needs.

## Student Management

- Provide effective learning environment, which is in correspondence to the maturity level of the student.
- Maintain student control and enforce appropriate discipline according to the student handbook.

# Program Management

- May supervise licensed speech-language pathology assistant or speech aide.
- Develop and implement an ongoing assessment of speech-language pathology services and update as needed accounting to findings.
- Aid in the selection of equipment and instructional materials.

#### Administration

- Gather, manage and file all reports, records and other required documents.
- Abide by policies established by federal and state laws that apply to charter schools, Commissioner's Rules that apply to charter schools and local charter policy.
- Abide by all charter routines and regulations.

## **Reporting Student Performance**

The IEP of each child with a disability will include a statement of how the child's progress toward the annual goals described in child's IEP will be measured and how the child's parents will be regularly informed (at least as often as parents are informed of their non-disabled children's progress), of their child's progress toward the annual goals and the extent to which that progress is sufficient to enable the child to achieve the goals by the end of the year. The school will accomplish this by disseminating periodic progress reports and report cards and completed relevant section of IEP document to the parents.

#### The Family Educational Rights Privacy Act (FERPA)

In compliance with LA-R.S. 17:1944(B)(22), The proposed charter school will ensure the protection of the confidentiality of any personally identifiable data, information, and records collected or maintained by the school pursuant to the provisions of special education services. The proposed charter school recognizes the right of a student's parents under FERPA which can be summarized as below:

- 1. the right to receive annual notification of their FERPA rights from an education agency or institution the student is attending;
- 2. the right to inspect the student's education records;
- 3. the right to seek correction of the student's education records if the records are inaccurate, misleading, or an invasion of privacy; and

4. the right to prohibit a third party's access to the student's education records.

These rights belong only to the student, not the parents, when the student becomes an eligible student by reaching the age of eighteen or by attending an institution of postsecondary education.

The proposed charter school will annually notify students' parents of their FERPA rights. If a student is at least eighteen years old or is attending an institution of postsecondary education, then the student, not the parents, will receive the notification. The notification will, at a minimum, inform the parent or eligible student of:

- the right to inspect and review the student's education records;
- the right to seek amendment of the student's education records if the parent or eligible student believes the records are inaccurate, misleading, or otherwise in violation of privacy rights;
- the right to prohibit disclosure of personally identifiable information contained in the student's education records, except to the extent the law allows disclosure without a parent's or an eligible student's consent;
- the right to file with the Family Policy Compliance Office a complaint regarding alleged failure by the educational agency or institution to the comply with FERPA;
- the procedure for exercising the right to inspect and review education records;
- the procedure for requesting amendment of education records; and
- the criteria that the agency or institution uses to determine when education records can be disclosed, without prior written consent of the parent or eligible student, to other school officials within the agency or institution who are deemed to have legitimate educational interest in the education records.

#### **Special Education Reporting (SER) System**

As a part of his/her duties, special education coordinator will retain such data and prepare such reports to permit the school and the Department of Education to comply

with federal law and regulations. The proposed charter school will use Special Education Reporting (SER) System for the Louisiana Department of Education for that purpose. The special reports generated will enable the school personnel to follow the provision of services to individuals; to monitor the timeliness and appropriateness of these services when judged against the sections of the Regulations for Implementation of the Children with Exceptionalities Act, R.S. 17:1941 et seq., implementing ACT 754 and the IDEA Part B and Part C, which pertain to the individual student; and

to ascertain through analysis local technical assistance needs. Special education personnel will have the ability to collect, report, and process information on individual students through automated means. Data will be captured on an individual from the point of referral to pupil appraisal personnel and from the provision of services until the time of exit from special education.

#### **Child Find**

In accordance with the requirements of Child Find Activities, The proposed charter school will show effort of ongoing identification activities to identify and locate each student who is under its jurisdiction, suspected of having a disability, in need of special education and related services, and meets the criteria listed below:

- 1. is enrolled in an educational program operated by an LEA;
- 2. is enrolled in a private school program;
- 3. is enrolled in a public or private preschool or day care program; or
- 4. is not enrolled in a school, except for students who have graduated with a regular high school.

On-going identification activities apply to highly mobile students with disabilities (such as migrant and homeless students) and to students who are suspected of having disabilities and in need of special education, even though they are advancing from grade to grade.

If, in the process of implementing these Regulations, the school locates a student who is suspected of being in need of treatment, care, or habilitation and rehabilitation, it

will request that the agency designated by the state to provide such assistance explore this suspected need with the parents.

## **Professional Development**

Appropriate school personnel will be required to participate in various workshops, training, conferences, and seminars throughout each school year. School personnel will be mandated to meet the annual training required by the State Department of Education. Following each training, the school personnel will be required to disseminate information and share documents with other members. Members of the administrative team will be encouraged to join professional associations.

#### **Extended School Year Service**

Extended school year programming (ESYP) is the provision of special education and related services to students with disabilities in accordance with an IEP beyond the normal school year. The proposed charter school will provide educational and related services beyond the normal school year to students with disabilities when these students are determined to be in need of or eligible for such services for the provision of a FAPE. Student eligibility, which may not limit ESYP services to particular categories of disabilities, will be determined in accordance with extended school year program eligibility criteria requirements. The student's extended school year program is to be designed according to the ESY IEP team, in determining the duration, amount and type of extended school year services, will not be bound or limited by any predetermined program or length. The extended school year services will be determined by the IEP team on an individual basis for each student. As determined by IEP teams, the proposed school will provide any accommodations that students may need to attend the extended school year including the transportation.

#### Participation in Louisiana Educational Assessment Program

Students with disabilities will be included in the Louisiana Educational Assessment Program with appropriate accommodations and modifications in administration, if necessary, as documented in the students' IEPs. Alternate assessments will be provided

for and administered to only those students with disabilities who meet specific eligibility criteria. A determination of whether any student meets the eligibility criteria will be made by the student's IEP team. Students with disabilities who participate in the LEAP Alternate Assessment, Level 2 (LAA2), will have promotion decisions determined by the principal and the School Building Level Committee (SBLC).

- 10. Explain how the proposed school will serve students with Limited English Proficiency (LEP). Provide details regarding how the school will:
  - a. Identify LEP students;
  - b. Ensure students are not tracked inappropriately, and
  - c. Implement strategies to ensure academic success for students.

It is the policy of the proposed charter school that every student enrolled who has a home language other than English and who is identified as limited English proficient (LEP) shall be provided a full opportunity to participate in a English as a second language (ESL) program, as required by law.

To ensure equal educational opportunity, the proposed charter school will:

identify limited English proficient students based on criteria established by the state;

provide English as a second language programs, as integral parts of the regular program

seek certified teaching personnel to ensure that limited English proficient students are afforded full opportunity to master the essential skills and knowledge

assess achievement for essential skills and knowledge to ensure accountability for limited English proficient students.

Educational programs that the proposed charter school will provide for English Language Learners (ELLs) will be based on sound theory, ensure that ELLs will learn English in a timely manner, and provide them with equal access to the full range of the school's academic programs and content that other students have.

Identification will be the first part of the school's program of services available to ELLs. All students entering the school for the first time will complete the Home Language Survey (HLS), which will be included in the permanent record of every student enrolled in school and it will elicit the following information:

- 1. First language learned by the student
- 2. Language other than English used at home
- 3. Language student uses most often

Any student whose completed HLS indicates use of a home language other than English is considered a language minority student and will be screened for English language proficiency. Students who first learned a language other than English or who speak another language most of the time will be screened for English Language proficiency. For a student identified as language minority, the proposed charter school will use a standard, objective screening instrument to assess for English proficiency in order to determine whether the student is "limited English proficient" and, therefore, to be offered a specialized language program(s). The instrument will measure proficiency levels in each of the four language domains: listening, speaking, reading, and writing. The designated school staff members will be trained in the administration of the screening instrument in order to place ELLs in a specialized language program(s).

The proposed charter school will place students identified as limited English proficient (LEP) based on the results obtained through the screening instrument. The goal of English as a second language programs shall be to enable limited English proficient students to become competent in the comprehension, speaking, reading, and composition of the English language through the integrated use of second language methods. The English as a second language program shall emphasize the mastery of English language skills, as well as mathematics, science and social studies, as integral parts of the academic goals for all students to enable limited English proficient students to participate equitably in school.

English as a second language program shall be integral parts of the total school program. Such program shall use instructional approaches designed to meet the special needs of limited English proficient students.

In order for an ELL to be exited from a language education instructional program, he or she must attain levels of English proficiency in speaking, reading, writing, and comprehension so that the student will be able to meaningfully participate in general

education classes and reach levels of academic achievement commensurate with that of his/her English-speaking peers. If an ELL scores full English proficiency on the English Language Development Assessment (ELDA) in listening, speaking, reading, and writing, the school will no longer provide a specialized language program(s) or services. However, the student will retain LEP coding status in the Student Information System (SIS) until the criteria below have been met:

I. To be considered English proficient, an ELL student must score for:

#### 1. Two Years

- i. At either the proficient level according to the state's high stakes testing policy on LEAP 21 assessment, and/or
- ii. At or above the 40<sup>th</sup> percentile composite score on the Iowa Tests, and

#### 2. One Year

 At the Full English Proficiency Level V on the English Language Development Assessment in listening, speaking, reading, writing, and comprehension.

Educational programs that the proposed charter school will provide for English Language Learners (ELLs) will be based on sound theory, ensure that ELLs will learn English in a timely manner, and provide them with equal access to the full range of the school's academic programs and content that other students have. When developing a specialized language program for ELLs, the school will foster collaboration among administrators, teachers, educational assistants, school counselors, and other staff who work with school's ELL population. The proposed charter school will include parents and community members in the planning and evaluation of the programs.

The proposed charter school affirms that all students, regardless of language proficient, will be provided the necessary curriculum and instruction to allow them to achieve to the

high standards set for all students in the school. The services provided in instructional program will ensure that ELLs learn English in a timely manner, learn the same content as their English-speaking peers, and have equal access to all educational programs that the school provides

The approaches to ESL education programs are multifaceted due to diverse student populations and variant languages groups represented by those culturally diverse language groups. Services provided for second language learners will be addressed as an instructional continuum, and delivery will be dependent on the students' needs and the program in which those needs are served. ESL, the primary program of second language instruction, focuses on assisting the student to learn content area subject matter. One of the instructional strategies that the proposed charter school will adopt is sheltered English. Sheltered English is an approach to teaching content area subject matter through specific teaching techniques to homogeneous language leveled groups. Sheltered English teaching techniques facilitate the acquisition of the second language through content area curriculum. Teachers use challenging materials at appropriate reading levels, which help the student acquire the content, as well as vocabulary in the target language. The teacher uses clear concrete language with plenty of visuals, supporting clues, and relevant teaching strategies combined with appropriate manipulative allowing the students to have real world experiences. Teachers control their speech speed and vocabulary and use few idiomatic expressions.

ESL Resource Center is a variation of the pull out design bringing students from several classroom or schools to a central location. The resource center, which will be located in the campus, concentrates material and staff in one place and is generally staffed by at least one certified ESL teacher. A resource center can also provide services for recent arrival, such as general school and community orientation classes for students and parents.

Staff working with ELLs at all levels will be appropriately trained and available in sufficient numbers to effectively implement the school's educational programs. Teachers

will be proficient in both oral and written communication in the language of instruction. The quantity and quality of available instructional materials will be adequate for the effective implementation of the school's educational approach. Resources provided fir specialized language programs will be comparable to those provided to students in general education. ELLs will be provided with classroom facilities comparable to those provided to their English-speaking peers.

The proposed charter school affirms that LEP students will not be excluded categorically from curricular and extra-curricular activities because of an inability to speak and understand English

The programs will be regularly evaluated, modified, and replaced as needed in order to meet legal requirements stipulated by the Civil Right Act. Evaluation on an annual basis will be implemented. Data on academic achievement and retention, dropout, and graduation rates of exited ELLS will be compared against the data for their English-speaking peers.

The proposed charter school will provide information regarding important policy, school activities, programs, and services to the parents of ELLs in a language that hey can understand. Students will not be used as translators or messengers for this information. The proposed charter school ensures quality education for every student enrolled. To accomplish this objective, it will develop and maintain partnerships with parent/guardians, house parents, and surrogates and will create open communication lines that will expand and enhance learning opportunities for everyone involved.

LEP Students will participate in statewide assessment. The principal and the School Building Level Committee (SBLC) will be granted the authority to waive the state's grade promotion policy for a LEP student. A LEP student who was granted a waiver at the fourth grade level is ineligible for a waiver at the eighth grade level.

11. Articulate a plan for providing support and ensuring success for homeless students enrolled in the school. The plan should include steps that will be taken to ensure immediate enrollment, access to all activities, and additional support.

The proposed charter school will designate a local liaison for homeless children and youth who will serve as one of the primary contacts between homeless families and school staff, shelter workers, and other service providers. The liaison will coordinate services to ensure that homeless children and youth enroll in school and have the opportunity to succeed academically.

Local liaison will ensure that:

- Homeless children and youth are identified by school personnel and through coordination activities with other entities and agencies;
- Homeless students enroll in, and have full and equal opportunity to succeed in, the school;
- Homeless children and youth and their families receive educational services for which they are eligible, including Head Start, Even Start, and preschool programs administered by the school, and referrals to health, mental health, dental, and other appropriate services;
- Parents or guardians of homeless children and youth are informed of educational and related opportunities available to their children, and are provided with meaningful opportunities to participate in the education of their children;
- Parents and guardians and unaccompanied youth are fully informed of all transportation services, including transportation to and from the school of origin, and are assisted in accessing transportation services;
- Enrollment disputes are mediated in accordance with the requirements of the McKinney-Vento Act; and
- Public notice of the educational rights of homeless students is disseminated to locations where they receive services under the McKinney-Vento Act.

In meeting these responsibilities, local liaison will assist homeless children and youth with such activities as the following:

- Enrolling in school and accessing school services;
- Obtaining immunizations or medical records;
- Informing parents, school personnel, and others of the rights of homeless children and youth;
- Working with school staff to make sure that homeless children and youth are immediately enrolled in school pending resolution of disputes that might arise over school enrollment or placement;
- Helping to coordinate transportation services for homeless children and youth;
   and
- Collaborating and coordinating with State Coordinators for the Education of Homeless Children and Youth and community and school personnel responsible for providing education and related support services to homeless children and youth.

The proposed charter school recognizes that homeless children and youth are difficult to identify for many reasons, and thus often go unnoticed by school personnel. In order to identify homeless children both in and out of school, the designated liaison will coordinate with community service agencies, such as shelters, soup kitchens, food banks, transitional living programs, street outreach teams, drop-in centers, community action agencies (especially in rural areas, where there may be no shelters), welfare departments, housing departments, public health departments, and faith-based organizations to begin to develop a relationship on issues such as the school enrollment process, transportation, and other student services.

The liaison will use creative techniques to identify unaccompanied homeless youth while respecting their privacy and dignity, such as administering surveys to peers, using enrollment questionnaires, or providing specific outreach to areas where eligible students who are out of school might congregate. Liaisons can make special efforts to identify homeless preschool children.

Homeless children and youth frequently move, and maintaining a stable school environment is critical to their success in school. To ensure this stability, the school will make school placement determinations on the basis of the "best interest" of the homeless child or youth. Using this standard, school will:

- a. Continue the child's or youth's education in the school of origin for the duration of homelessness when a family becomes homeless between academic years or during an academic year; or for the remainder of the academic year if the child or youth becomes permanently housed during an academic year; or
- b. Enroll the child or youth in any public school that non-homeless students who live in the attendance area in which the child or youth is actually living are eligible to attend.

In determining a child's or youth's best interest, the school will, to the extent feasible, keep a homeless child or youth in the "school of origin" unless doing so is contrary to the wishes of the child or youth's parent or guardian.

To facilitate immediate enrollment, the school will consider the following practices:

- Train all school enrollment staff, secretaries, guidance counselors, school social workers, and principals on the legal requirements regarding immediate enrollment:
- Review all regulations and policies to ensure that they comply with the McKinney-Vento requirements;
- Develop affidavits of residence or other forms to replace typical proof of residency;
- Develop caregiver affidavits, enrollment forms for unaccompanied youth, and other forms to replace typical proof of guardianship;
- Establish school-based immunization clinics or other opportunities for on-site immunizations;
- Collaborate with community-based or public agencies to provide school uniforms within a district and among neighboring districts;
- Accept school records directly from families and youth;
- Contact the previous school for records and assistance with placement decisions;

- Develop short educational assessments to place students immediately while awaiting complete academic records;
- Inform families and youth in a language they can understand or in an accessible format, as appropriate, of their right to attend either their school of origin or local school;
- Inform families and youth in a language they can understand or in an accessible format, as appropriate, of their right to transportation and immediate enrollment;
- Develop clear, understandable, and accessible forms for written explanations of decisions and the right to appeal; and
- Expeditiously follow up on any special education and language assistance referrals or services.

# 12. Explain how the school will identify and meet the needs of gifted/talented and academically advanced students.

The proposed charter school is committed to implement a Gifted and Talented (GT) program that meets the unique social, emotional, and intellectual needs of gifted and talented students through the collaboration of students, educators, parents and community members that ensures opportunities for maximum growth and development for life long success.

A GT student is defined as a child or a youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who: (1) exhibits high performance capability in an intellectual, creative, or artistic area; (2) possesses an unusual capacity for leadership; or (3) excels in a specific academic field.

#### Goals:

- a) GT students will develop understanding of self and others, develop selfconfidence, and recognize the worth of others,
- b) GT students will utilize higher level thinking skills to foster creative results, which demonstrate an understanding of advanced content,
- c) GT students will have the opportunity to develop and maximize their cognitive and creative abilities to the fullest, within the framework of each task.

#### **Objectives:** GT students will

- a) Develop critical thinking skills in order to solve problems logically,
- b) Develop research skills and use information gathered implementing a group research project,
- c) Demonstrate the ability to use creative problem solving strategies,
- d) Recognize how change in and around their world affects their relationships.

**G/T Program Services:** Students in G/T Program at The proposed charter school will be offered the following services:

- Identified students are provided with the options of taking GT courses where they have the opportunity to work with other GT students, non-identified students, and to work independently.
- Differentiated, GT curriculum is taught in the academic core areas of Reading,
   Math, Science, Social Studies, and Computer Technologies.
- Pull-Out Program Option is available in the academic core areas of Math,
   Science, and Computer Technologies.
- A Gifted and Talented Mentorship Program.

**Identification Process:** Students who meet the eligibility criteria as defined in bulletin 1508 can be nominated. All tests and other procedures used to evaluate children referred for gifted assessments will be standardized, non-discriminatory, and appropriate for the cultural background of the children being evaluated.

For preschool and kindergarten: The individual evaluation will include at a minimum:

- An individual evaluation of intellectual abilities administered by a certified or licensed psychologist using an instrument or instruments appropriately standardized for students of this age.
- 2. An individual evaluation of reading and math skills using an achievement test standardized at the first grade level, conducted by an educational assessment teacher or other qualified pupil appraisal member.
- 3. An interview with the student's parent(s) conducted by a school social worker or other qualified examiner.
- 4. An interview with the teacher(s) of enrolled students.

For student enrolled in grades 1<sup>st</sup> through 12<sup>th</sup>: The individual evaluation will include at a minimum:

1. An evaluation of intellectual abilities, individually or group administered, by a certified or licensed psychologist using nondiscriminatory assessment procedures.

- Additional evaluations in the areas listed below, individually or group
  administered by qualified pupil appraisal personnel. The regular district-wide test
  scores shall not be used in the Standard Matrix as part of the individual
  evaluation.
  - a. Total Reading
  - b. Total Math
- 3. An interview with the student's parent(s) by a school social worker or other qualified examiner.
- 4. An interview with the student's teacher(s).
- 5. For students who obtain at least six points in the matrix, further evaluation shall be conducted by pupil personnel that shall include at a minimum:
  - a. A review of the student's educational performance and all screening data with the student's teacher(s).
  - b. Observation of the student's behavior during and Performance on at least one structured norm or criterion referenced test such as, but not limited to:
    - i. Intelligence
    - ii. Aptitude
    - iii. Achievement
    - iv. Problem Solving
    - v. Creativity

Few, if any, standardized assessment instruments adequately control for the effect of such factors as environmental impoverishment, cultural differences, or the lack of opportunities to It is imperative that such factors be closely attended to in any individual or group assessment of students suspected of being gifted, and given serious consideration by pupil appraisal and special education personnel when determining whether or not a student is gifted. Any significant discrepancies between formal test results and the student's customary behaviors and daily activities, or any discrepancies among test results, should be examined closely during the evaluation and addressed in the evaluation report. The recommendation of the multidisciplinary team-n to either classify or not classify a student as gifted must be based on a thorough evaluation of the student's abilities.

## STUDENT EVALUATION

- 13. All charter schools are required to administer state-standardized assessments (LEAP, iLEAP, etc.) In addition to these state-mandated tests indicate any additional assessments the proposed charter school will administer and provide the
  - a. Explain how chosen assessments will be used to support the selected curriculum;
  - b. Explain how data will be used to improve instruction;
  - c. Explain how the school will provide accommodations and modifications for students with exceptionalities.
  - d. Plan for evaluation that is sufficiently frequent and detailed to determine whether students are making adequate progress.
  - e. Indicate the person(s), position(s) and/or entities that will be responsible and involved in the collection and analysis of assessment data.

The proposed charter school will administer all state mandated assessments in each year of its charter including the other assessments that are phased in subsequent to the application submission.

| <b>Grade Level</b> | Test Areas            | Test Name                    |  |
|--------------------|-----------------------|------------------------------|--|
|                    | English Language Arts |                              |  |
| Grade 4            | Mathematics           |                              |  |
| Grade 4            | Science               |                              |  |
|                    | Social Studies        | Louisiana Educational        |  |
| Grade 8            | English Language Arts | Assessment Program (LEAI 21) |  |
|                    | Mathematics           | ŕ                            |  |
| Grade 8            | Science               |                              |  |
|                    | Social Studies        |                              |  |
| Grade 10           | English Language Arts |                              |  |
| Grade 10           | Mathematics           | Graduation Exit              |  |
| 0 1 11             | Science               | Examination (GEE 21)         |  |
| Grade 11           | Social Studies        |                              |  |

The proposed charter school plans to administer norm-referenced standardized instruments that provide a comprehensive assessment of student progress in major content areas. There are three instruments that the school will utilize for that purpose:

- Iowa Test of Basic Skills ITBS will be administered to students enrolled in grade K through 8 (STANDARDIZED ACHIVEMENT TEST)
- 2. Iowa Test of Educational Development -ITED will be administered to students enrolled in high school(STANDARDIZED ACHIVEMENT TEST)
- 3. Cognitive Abilities Test Form 6 –CogAT will be administered to students from grade K through 12 (STANDARDIZED ABILITY TEST)

The school will use Universal Scale Score (USS), Standard Age Score (SAS), and Grade Percentile Rank (GPR) to gather information about the student. Cognitive Abilities Test attempts to measure students' cognitive abilities. By means of co-normed scores with ITBS or ITED, the score reports will enable the proposed charter school to easily track student growth over time

#### **Criterion Referenced Tests**

In addition to standardized achievement and ability tests that the proposed charter school will utilize other criterion referenced tests to establish high accountability standards. Teachers will create or adopt instruments that are aligned to the school's curricula standards. These assessments will take the form of quizzes, tests, quarterly and semester exams, projects, and performance tasks. In addition, teachers will administer a variety of assessments from textbooks, including inventory texts, section quizzes, chapter tests, and cumulative exams. These assessments will be used to determine student understanding of subjects introduced and to determine whether the students have met the pre-established criteria or not.

## **Science Fair Projects:**

Each student enrolled in grade 4 through 12 will be required to complete a science fair project. During this process, teachers will work with students and parents closely during school hours, after school, and weekends. School will annually convene a science fair in which students project will be judged by judges recruited from universities, colleges, and other organizations in community. Selected projects will represent the proposed charter school in city and state wide competitions as well as some international competitions.

## **College Board Tests**

Students will be encouraged to take Preliminary SAT or National Merit Scholarship Qualifying Test. For many students, the PSAT/NMSQT is the first official step on the road to college. It assesses skills developed through years of study in a wide range of courses as well as through experiences outside the classroom. It helps assess skills necessary for college-level work, and prepare for the **SAT test.** 

The Advanced Placement Program or AP is a collaborative effort among motivated students, dedicated teachers, and committed high schools, colleges, and universities. Since its inception in 1955, the Program has allowed millions of students to take college-level courses and exams and to earn college credit or placement while still in high school. Sixty percent of U.S. high schools currently participate in the AP Program, and most colleges and universities in the United States and Canada have an AP policy granting incoming students credit, placement, or both for qualifying AP Exam grades. The proposed charter school will offer various AP courses for its high school students.

Because both AP and PSAT are nationally standardized tests, the school will be able to monitor its students' performance from a different perspective.

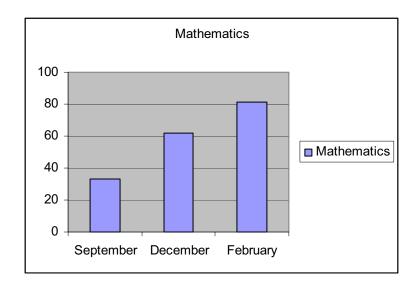
The proposed charter school will conduct diagnostic evaluations and implement research-based interventions to minimize the number of students at-risk of academic failure. Both qualitative and quantitative measures will be considered in designing programs for this vulnerable population.

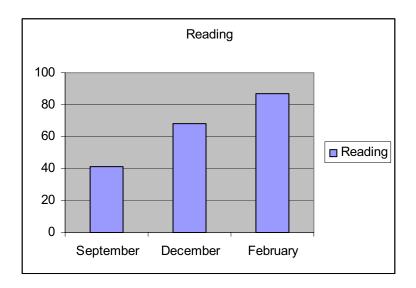
At the beginning of each school-year, the proposed charter school will administer both standardized achievement and ability tests. Students' standardized scores, percentile rank, and grade equivalency scores in Reading, Language, and Mathematics domains of achievement test will be reviewed carefully. Students demonstrating a significant discrepancy in their grade equivalency scores will be monitored carefully. Once students' achievement level is determined, students will be assigned to sections. Programs for potential at-risk students will include after-school tutoring and Saturday tutoring. The proposed charter school will take necessary steps to involve the parents in implementation of such programs.

The Louisiana Department of Education has prepared booklets containing sample test questions and information about the LEAP 21 and GEE 21 tests. Aligned with state standards and these sample tests, school will create a test pool that contains adequate number of questions to be given to students in three separate sessions. The results of each session will be interpreted as explained in "Interpretive Guide" by Standards, Assessment, and Accountability Division. Each student assessment achievement level (Advanced, Mastery, Basic, Approaching Basic, or Unsatisfactory) will be determined in English LA, Mathematics, Science, and Social Studies according to their scaled score range. Remediation report will be derived from each administration.

Cosmos Foundation has been running 4 charter schools in Texas for last six years. A large proportion of student body in all campuses falls in at-risk category as identified by Texas Education Agency. Cosmos Foundation has been implementing well-established procedures to ensure the success of youth at-risk. Students take several MOCK state tests every year in September, December, and February. The report for each student is generated and posted on school's website. The parents can access the reports online with the username and password provided to them. However, the foundation realizes that not all parents can access valuable information about their children online. Therefore, the reports are mailed to the parents along with interpretive guidelines. The following is a brief summary of the results from three test administration of students enrolled in 6<sup>th</sup> grade (students new to school) during 2004-5 school year. The numbers in each cell are in percentages. Students who fail to meet the performance standards established by the state are assigned to groups (students who fail may demonstrate different achievement level. More attention is given to the student group at the bottom)

| Test        | September | December | February |
|-------------|-----------|----------|----------|
| Mathematics | 33        | 62       | 81       |
| Reading     | 41        | 68       | 87       |





More than half of the students fall in at-risk group as identified by the state. These students are invited to after-school and Saturday tutorials until they successfully pass the limit in next practice test. During the time between two administrations, teachers work with students, present new strategies; expose students to higher order thinking skills through hands-on and group activities. Some are assigned to a mentor.

By the time students take the actual test in April, the passing percentage exceeds 90. (A more detailed school data table prepared by Texas Education Agency can be viewed at the State Department of Education's website:

http://www.tea.state.tx.us/perfreport/account/2005/district.srch.html

In accordance with the regulations for remedial education programs approved by the State Board of Elementary and Secondary Education, the proposed charter school will develop local remedial education programs for students who fail to meet required proficiency levels on the State administered criterion-referenced tests of the Louisiana Educational Assessment Program. Remedial education programs will be designed to assist such students, including identified students with disabilities, to overcome their educational deficits identified as a result of the State's criterion-referenced testing program for grades 4 and 8 and the Graduation Exit Examination.

The intent of remedial educational programs is to improve student achievement in the grade appropriate skills identified as deficient on the State's criterion-referenced testing program for grades 4 and 8 and the Graduation Exit Examination. The proposed charter school will provide remediation in the form of summer school to both 4<sup>th</sup> and 8<sup>th</sup> grade students who score at the "Approaching Basic" or "Unsatisfactory" level on LEAP for the 21st Century (LEAP 21) English Language Arts or Mathematics tests. Summer Remediation under this option will consist of a minimum of 50 hours of instruction per subject. The program will be provided to students who score a the "Unsatisfactory" level on LEAP for the 21st Century (LEAP 21) Science and Social Studies tests. In addition, students enrolled in 4<sup>th</sup> and 8<sup>th</sup> grade who score at the "Approaching Basic" level on LEAP for the 21st Century (LEAP 21) English Language Arts, Mathematics, Science, or Social Studies tests will be eligible for the program.

In addition to this answer, please refer to answers of questions 3-8 above that has more details about monitoring and effectiveness of school plan on assessments.

14. Provide the school's improvement plan for developing and implementing a corrective action plan, in the event student performance does not meet projected goals. Include in the response specific details regarding how the school will determine the need for corrective action and respond to the labels as assigned according to the State Accountability Program.

The goals of the proposed charter school were explained in previous sections. Based on annual or semi-annual evaluations, the school will implement an appropriate improvement plan based on the findings. The following is a sample plan:

#### SAMPLE SCHOOL IMPROVEMENT PLAN

GOAL #1: To increase student achievement in ELA, mathematics, science, and social studies.

**OBJECTIVE #1:** By 2009-2010, 96% of students will score at the *Basic level or above* on the LEAP and GEE tests and demonstrate a 5% growth each year from the baseline established on the 2007-2008 iLEAP tests in ELA and math.

**OBJECTIVE #2:** By 2009-2010, 96% of students will score at the *Basic level or above* on the LEAP and GEE tests and demonstrate a 3% growth each year from the baseline established on the 2005-2006 iLEAP tests in science and social studies.

SCIENTIFICALLY BASED RESEARCH STRATEGIES: Data Driven Decision Making

# **ACTION PLAN**

| Indicator of                | Activity(ies)                               | Include Persons Responsible,  | Procedures for               |
|-----------------------------|---|-------------------------------|------------------------------|
| Implementation              | Note: Activities indicated should address   | Timeline, and Target Audience | <b>Evaluating Indicators</b> |
| implementation              | all children, including subgroups.          |                               | of Implementation            |
|                             |   |                               |                              |
| All teachers will be highly | Provide ongoing professional learning       | School Administrators         | HQ Status Reports            |
| qualified by the end of the | activities designed to meet the specific    |                               | Training Logs                |
| 2008-2009 school year.      | needs of the staff pursuing HQ status.      | August, 2008 – May, 2009      | Professional Learning        |
|                             |   |                               | Agendas                      |
|                             | Ensure staff is trained to meet new         | All Teachers                  |                              |
|                             | performance standards prior to              |                               |                              |
|                             | implementation deadlines.                   |                               |                              |
|                             |   |                               |                              |
|                             | Ensure ongoing opportunities for training   |                               |                              |
|                             | in best practices and other current topics. |                               |                              |
|                             |   |                               |                              |
|                             |   |                               |                              |

| Indicator of Implementation   | Activity(ies)  Note: Activities indicated should address all children, including subgroups.   | Include Persons Responsible,<br>Timeline, and Target Audience                                | Procedures for Evaluating<br>Indicators of<br>Implementation        |
|---|---|--|---|
| A culture of collegiality and collaboration will be created among teachers, administrators, parents, students, and community stakeholders who work together at both the school and district levels. | Continue the professional learning community collaborative meetings.  | School Administrators  August, 2008 – May, 2009  Teachers, Administrators                    | Community Education Meetings School Web Sites                       |
| Involve teachers in making important decisions that impact the quality of the teaching and learning process.  | Allow collaborative opportunities where teachers offer input/suggestions to the administration for improving the learning process.  Formatively assess teachers to solicit ongoing feedback on issues pertinent to their individual classrooms.   | School Administrators  August, 2008 - May, 2009  All Teachers                                | Formative Teacher Assessments Professional Learning Agendas         |
| Provide technology training for teachers to ensure effective use of technology resources in the classroom.  | Provide training for staff on the use of various technology tools to increase student achievement.  Continue to converge resources to support hardware needs and emerging technology.  Provide continuous leadership, guidance, and resources to schools to meet the rise and demand of educational technology. | Technology Coordinator  August, 2008 - May, 2009  All Teachers, School Technology Specialist | Training Logs Technology Proficiency Surveys School Technology Plan |

|                             | Activity(ies)                                    | Include Persons Responsible,        | <b>Procedures for Evaluating</b> |
|-----------------------------|--|-------------------------------------|----------------------------------|
| Indicator of Implementation | Note: Activities indicated should address all    | Timeline, and Target Audience       | Indicators of                    |
|                             | children, including subgroups.                   |                                     | Implementation                   |
| Enhance skills of present   | Provide continuous professional learning         | Superintendent, Supervisors, School | Professional Learning            |
| administrators              | opportunities for administrators in the areas of | Technology Specialist               | Agendas                          |
|                             | school leadership.                               |                                     | Training Logs                    |
|                             |  | August, 2008 - May, 2009            | Mentor Assignments               |
|                             | Assign mentors to new administrators.            |                                     | Organizational                   |
|                             |  | School Administrators               | Memberships                      |
|                             | Encourage membership and active                  |                                     | Administrator Meeting            |
|                             | participation in professional organizations.     |                                     | Agendas                          |
|                             |  |                                     |                                  |
|                             |  |                                     |                                  |
|                             | Provide book studies on leadership for           |                                     |                                  |
|                             | administrators.                                  |                                     |                                  |
|                             |  |                                     |                                  |
|                             | Provide technology professional learning for     |                                     |                                  |
|                             | administrators.                                  |                                     |                                  |
|                             |  |                                     |                                  |
|                             | Participate in regular administrative meetings   |                                     |                                  |
|                             | to discuss leadership issues and address         |                                     |                                  |
|                             | problems.  |                                     |                                  |

|                                 | Activity(ies)                                   | Include Persons Responsible,    | <b>Procedures for Evaluating</b> |
|---------------------------------|---|---------------------------------|----------------------------------|
| Indicator of Implementation     | Note: Activities indicated should address all   | Timeline, and Target Audience   | Indicators of                    |
|                                 | children, including subgroups.                  |                                 | Implementation                   |
| Establish high expectations for | Train staff on effective use of higher-order    | School Administrators, Teachers | Professional Learning            |
| all students to aid in meeting  | questioning strategies.                         |                                 | Agendas                          |
| NCLB standards by 2009 –        |   | August, 2008 - May, 2009        |                                  |
| 2010.                           | Train staff on levels of student engagement and |                                 |                                  |
|                                 | on methods for maintaining engagement in the    | Students                        |                                  |
|                                 | classroom.                                      |                                 |                                  |
| Provide students with learning  | Provide free appropriate public education for   | School Administrators, Teachers | Evaluation Results               |
| opportunities that support the  | all students.                                   |                                 | IEP Plans                        |
| full range of student abilities |   | August, 2008 - May, 2009        | Teacher Lesson Plans             |
| _                               | Provide differentiated instruction that meets   |                                 | NCLB Consolidated App.           |
|                                 | the individual learning needs of all students.  | Students                        |                                  |
|                                 | _   |                                 |                                  |
|                                 | Accommodate students as outlined in their       |                                 |                                  |
|                                 | IEPs.   |                                 |                                  |
|                                 |   |                                 |                                  |
|                                 | Focus on closing the achievement gap among      |                                 |                                  |
|                                 | subgroups.                                      |                                 |                                  |
|                                 |   |                                 |                                  |
|                                 | Provide a variety of activities to support the  |                                 |                                  |
|                                 | various learning modalities for students.       |                                 |                                  |

| Indicator of Implementation   | Activity(ies)  Note: Activities indicated should address all children, including subgroups.  | Include Persons Responsible,<br>Timeline, and Target Audience     | Procedures for Evaluating Indicators of Implementation   |
|---|--|---|--|
| Ensure that students see a relationship between what they are studying and their everyday lives | Collaborate on ways to connect instruction to previous learning and students' everyday lives.  Have teachers use real-world work and/or audiences when possible in the classroom.  Design engaging tasks and activities that require students to make connections to the content and their lives and/or interests.   | School Administrators, Teachers August, 2008 - May, 2009 Students | Evaluation Results Professional Learning Agendas Teacher Lesson Plans  |
| Ensure that the curriculum and instruction are aligned  | Have "model school" teachers participate in professional learning on rigor and relevance.  Ensure that teachers understand the concepts of curriculum alignment, scope and sequence, and selection of appropriate activities focused on alignment.  Provide school-level collaborative meetings where teachers work on the alignment of the curriculum with instruction.  Use curriculum maps to ensure consistency throughout the parish. | School Administrators August, 2008 - May, 2009 Teachers           | Professional Learning Agendas Curriculum Maps Louisiana Comprehensive Curriculum Observations and Walk- throughs |

| Indicator of Implementation | Activity(ies)  Note: Activities indicated should address all | Include Persons Responsible,<br>Timeline, and Target Audience | Procedures for Evaluating<br>Indicators of |
|-----------------------------|--|---|--|
|                             | children, including subgroups.                               | , 6   | Implementation                             |
| Ensure that teachers and    | Instruct administrators and teachers on how to               | Superintendent, Supervisors,                                  | Professional Learning                      |
| administrators extensively  | monitor, aggregate, and disaggregate data with               | Regional Service Center                                       | Agendas                                    |
| analyze data to direct      | particular focus on subgroups in testing,                    |   | Trend Data Analysis                        |
| instructional decisions     | learning styles, and trend data.                             | August, 2008 - May, 2009                                      | Region VI Presentations                    |
|                             |  |   |  |
|                             |  | School Administrators, Teachers                               |  |

| Indicator of Implementation  | Activity(ies)  Note: Activities indicated should address all children, including subgroups.   | Include Persons Responsible, Timeline, and Target Audience | Procedures for Evaluating Indicators of Implementation |
|--|---|--|--|
| Administer common assessments in high stakes testing areas to establish a baseline for formative assessments | Develop teams of teachers who are in-serviced on format for writing effective test questions.  Have trained teachers re-deliver in-service on the school level to remaining staff members.  Target high-stakes testing grades to pilot first benchmark tests – have these teachers write and submit questions to form a pool from which the tests would be formed.  Administer benchmark tests, have teachers meet in teams to analyze data and make decisions about instruction.  Administrators will analyze data to make decisions about scheduling, tutoring, etc.  Grade-level teams will continue to construct benchmark unit tests to be administered throughout the year. | School Administrators August, 2008 - May, 2009 Students    | Teacher Teams In-service Agendas Benchmark Tests       |

| Indicator of Implementation     | Activity(ies)  Note: Activities indicated should address all   | Include Persons Responsible,<br>Timeline, and Target Audience | Procedures for Evaluating<br>Indicators of |
|---------------------------------|--|---|--|
|                                 | children, including subgroups.   | ,   | Implementation                             |
| Create a culture of data-driven | Administrators will participate in professional  | Superintendent, Supervisors                                   | Professional Learning                      |
| leadership for school           | readings on leadership and issues relating to  |   | Agendas                                    |
| improvement                     | school improvement.  | August, 2008 - May, 2009                                      |  |
|                                 | Have perspective teacher leaders partner with local university personnel to address leadership issues. |   |  |

|                                | Activity(ies)                                   | Include Persons Responsible,  | <b>Procedures for Evaluating</b> |
|--------------------------------|---|-------------------------------|----------------------------------|
| Indicator of Implementation    | Note: Activities indicated should address all   | Timeline, and Target Audience | Indicators of                    |
|                                | children, including subgroups.                  |                               | Implementation                   |
| Implement high school redesign | Collaborate with other model schools, share     | Administration                | Model School Conferences         |
| efforts geared towards raising | best practices, and participate in professional |                               | Professional Learning            |
| standards and expectations for | learning on rigor and relevance, all with an    | August, 2008 - May, 2009      | Agendas                          |
| high school graduates          | organized focus on the indicators for effective |                               | Articulation Plans AP,           |
|                                | schools.  | High School Math Teachers     | Compressed Video, Dual           |
|                                |   |                               | Credit Course Offerings          |
|                                | Participate in articulation efforts with local  |                               | LA Technical College             |
|                                | universities where a team of high school and    |                               | Offerings                        |
|                                | university people analyze high school math      |                               | NCLB Consolidated App.           |
|                                | curriculum for alignment with freshman          |                               |                                  |
|                                | college math courses.                           |                               |                                  |
|                                |   |                               |                                  |
|                                | Offer AP, compressed video, dual credit course  |                               |                                  |
|                                | opportunities, and articulation plans to ensure |                               |                                  |
|                                | that college-bound students may accumulate      |                               |                                  |
|                                | credits before graduation from high school.     |                               |                                  |
|                                |   |                               |                                  |

# 15. Provide the school's policy and plan for reporting, at the end of each semester, student performance goals and attainment to parents, community, local school board, and BESE.

The school officers will be accountable for the performance of the school campus and will report to the school board. At the end of each semester the school principal will prepare a report that summarizes the student progress including the number of students failing/passing the core areas, the difference between student progress at the beginning of the semester and at the end of semester as measured by the local benchmarks. After presenting the report to the board members, it will be posted on the school's website and disseminated to the parents. As part of the annual evaluation process, goals, benchmarks and measures will be clearly delineated for measurement against actual performance. Baseline testing using a norm referenced pre-test/post-test will benchmark and measure student performance on a national scale. Objective measurements will be used to evaluate the performance of the principal and hold her or him accountable to the board for student and school performance. The principal will be responsible to the Board of directors for student success and academic performance for the school.

Parents will be provided a report card of their child(ren) so that they can compare results with school averages. Moreover, parents will have an access to their child's records at any time online at schools web site. Teacher will make all necessary efforts to involve parents in this plan.

Those records will be available to anyone, without violating the confidentiality. The required reporting document will be submitted to BESE and Local School Board in a timely manner as required by law.

# 16. Provide the school's policy for promotion and graduation. If the school is serving 12th grade, please include details regarding high school graduation requirements.

The proposed charter school will implement the state promotion policies as described in Bulletin 1566. Aligned with LEAP for the 21st Century High Stakes Testing Policy for grades 4 and 8:

- A student may not be promoted to the 5th or 9th grade until he or she has scored at or above the Basic achievement level on either the English Language Arts or Mathematics component on the 4th or 8th grade LEAP for the 21st Century (LEAP 21) and at the Approaching Basic achievement level on the other level (the Basic/Approaching Basic combination). For promotional purposes; however, a student shall score at or above the Basic/Approaching Basic combination on the English Language Arts and Mathematics components of LEAP 21 only one time.
- A parent/student/school compact that outlines the responsibilities of each party will be required for students in grades 3, 4, 7, and 8 who have been determined to be at risk of failing to achieve the Basic/Approaching Basic combination on the English Language Arts and Mathematics components of the 4th or 8th grade LEAP 21, as well as for students who were retained in grades 4 or 8.
- The proposed charter school will offer a minimum of 50 hours per subject of summer remediation and retest opportunities in English language arts and mathematics at no cost to students who did not take the spring LEAP 21 tests or who scored Approaching Basic and/or Unsatisfactory on the English Language Arts and/or Mathematics component (s) on the spring tests. A student who failed to achieve the Basic/Approaching Basic combination is not required to attend the LEA-offered LEAP 21 summer remediation program in order to be eligible for the summer retest. All students with disabilities who participate in LEAP 21 will receive services along with regular education students in summer remediation programs, with special supports provided as needed. Students with disabilities who participate in LEAP Alternate Assessment, Level 1 (LAA 1), are not eligible to attend the LEAP 21 summer remediation programs. Students with disabilities who participate in LEAP Alternate Assessment, Level 2 (LAA 2), are eligible to attend LEAP summer remediation programs.
- In order to move students toward grade level performance, the proposed school will design and implement additional instructional strategies for those 4th and 8th grade students being

retained. The purpose of the additional instructional strategies is to move the students to grade level proficiency by providing the following: (1) focused instruction in the subject area(s) on which they scored at the Approaching Basic and/or Unsatisfactory level on LEAP 21, and (2) ongoing instruction in the core subject areas using curricula based on State-level content standards and the Grade Level Expectations.

The proposed charter school's graduation requirements are as below. In addition to completing a minimum of 23 Carnegie credits, students must pass the English language arts and mathematics components of the GEE 21 and either the science or social studies portions of GEE 21 to earn a standard high school diploma. The English language arts and mathematics components of GEE 21 will first be administered to students in the 10th grade. The science and social studies components of the graduation test will first be administered to students in the 11th grade. Remediation and retake opportunities will be provided for students that do not pass the test. Students will be offered 50 hours of remediation each year in each content area they do not pass.

# THE PROPOSED CHARTER SCHOOL GRADUATION REQUIREMENTS

| DISCIPLINE                      | GRADUATION PLAN (23 UNITS)  |  |  |
|---------------------------------|---|--|--|
| ENGLISH LA<br>(4 Units)         | <ul> <li>English I</li> <li>English III</li> <li>English IV or Business English</li> </ul>  |  |  |
| MATHEMATICS<br>(3 Units)        | <ul> <li>Algebra I (1 unit) or</li> <li>Algebra I-Pt. 1 and Algebra I-Pt. 2 (2 units) or</li> <li>Integrated Mathematics I (1 unit)</li> <li>The remaining unit shall come from the following         <ul> <li>Integrated Mathematics II, Integrated Mathematics III, Geometry,</li> <li>Algebra II, Financial Mathematics, Advanced Mathematics I, Advanced</li> <li>Mathematics II, Pre-Calculus, Calculus, Probability and Statistics, and</li> <li>Discrete Mathematics.</li> </ul> </li> </ul>   |  |  |
| SCIENCE<br>(3 Units)            | <ul> <li>Biology (1 unit)</li> <li>Physical Science from following(1 unit):         Physical Science, Integrated Science, Chemistry I, Physics I, Physics of Technology I     </li> <li>1 unit from following courses:         Aerospace Science, Biology II, Chemistry II, Earth Science, Environmental Science, Physics II, Physics of Technology II, Agriscience II, an additional course from the physical science cluster, or a locally initiated science elective.     </li> <li>*Students may not take both Integrated Science and Physical Science</li> <li>*Agriscience I is a prerequisite for Agriscience II and is an elective course.</li> </ul> |  |  |
| SOCIAL STUDIES (3 Units)        | Shall be American History, one-half unit of Civics, one-half unit of Free Enterprise; and one of the following: World History, World Geography, or Western Civilization   |  |  |
| HEALTH<br>EDUCATION<br>(½ unit) | Health Education  |  |  |

| PHYSICAL<br>EDUCATION<br>(1½ units) | Shall be Physical Education I and Physical Education II, or Adapted Physical Education for eligible special education students. A maximum of four units of Physical Education may be used toward graduation. |
|-------------------------------------|--|
| ELECTIVES<br>(8 Units)              |  |

#### PROFESSIONAL DEVELOPMENT

- 17. Describe the professional development standards and opportunities that will be offered to teachers and staff.
  - a. Indicate the lead person responsible for developing, implementing and evaluating professional development plan.
  - b. Provide a schedule for on-going professional development and planning that will take place prior to school opening. Include teacher's typical weekly schedule and opportunities for teacher collaboration.
  - c. Describe how the proposed professional development will include and support both general and special education teachers.
  - d. Explain how the PD program is aligned with the school's pedagogy and curriculum.
  - e. Articulate how the professional development program will be evaluated to assess its effectiveness and success.

Member of the Pelican Educational Foundation (PEF) believes that professional development opportunities provide teachers the skills to enhance student learning. Thus board members will authorize the principal be in charge of developing, implementing, and evaluating professional development plan for the proposed school. The management company will assist the principal to provide best possible professional developments opportunities for teachers and administrators. Professional development will be essential in core subject areas and will be emphasized throughout the school year.

The principal along with the Management Company will bring colleagues, mentors, and outside experts to the school to provide up to date and research based applications. Faculty and staff will also be required to participate in local professional development workshop as well as national workshops. Technical assistance will be sought from the Management Company, universities, and professional consultants. Teachers and administrators will be encouraged to attend state conferences and LDE sponsored staff development workshops.

Every year, all faculty members and administrators are required to attend designated professional developments workshops and seminars (at least 18 hours) hosted by the school and the management company. Teachers will be encouraged to attend other professional developments at the regional educational service center. At least one teacher (generally the department chair) will be required to attend a workshop on the state curriculum in four core areas (Mathematics, Science, English LA, and

Social Studies) and special education. They then will share the information they obtained with other colleagues in department meetings.

Teachers including special education personnel at proposed charter school will automatically be enrolled in a teacher to teacher professional development/mentoring program called HSA Mentoring Program. The HSA Mentoring Program is an ongoing professional development activity that is currently used by the Management Company's charter school in the State of Texas. The school principal will be in charge of supervising, developing and implementing the HSA Mentoring Program. The overall focus of the HSA Mentoring Program is to provide individualized assistance to teachers (entry-year teachers and experienced teachers having serious difficulty in the classroom) and create a positive ongoing professional development atmosphere where everybody can learn from each other. (See the following HSA Mentoring Program overview and its attachments).

# **HSA Mentoring Program**

# **Overview**

HSA Mentoring Program is a modified version of the Peer Assistance and Review (PAR) program. The PAR program is a research based program and commonly used many states including Texas and Ohio. The components of the program offer a useful professional development program model and also serve as an effective evaluation tool to assess teacher performance.

# **Implementation**

- **1- Formation of teams**: Each team consists of one consulting teacher(Mentor Teacher) and one regular teacher.( See attachment A for the selection process for consulting teachers)
- 2- Training Consulting Teachers: The three-day workshop is intended to prepare the consulting teacher for his or her new role as a mentor. The workshop focuses on the organizational, technical, and affective knowledge and skills of mentoring. Since not all of the demands of serving as a consulting teacher can be addressed in a three day workshop, it is important that on-going and regularly scheduled seminars be conducted. These seminars should reflect the current needs and concerns of the consulting teachers.( See attachment B for the detailed workshop schedule)
- **3-** Preparation Time Line for Class Visits: See attachment C for the detailed information.

- 4- Regular Teacher Orientation: See attachment D for detailed information.
- 5- Teacher Professional Development: The overall focus of the HSA Mentoring Program is to provide individualized assistance to teachers (entry-year teachers and experienced teachers having serious difficulty in the classroom) and create a positive on going professional development atmosphere where everybody can learn from each other. Therefore, the focus of the teacher's professional development is based upon teachers' specific needs in their classroom environment. Teacher is not in a passive position in the group. He/She takes active roles in decision making process. Teacher and the consulting teacher discuss and pick the appropriate method and related instrument together. Initial actions will be taken by the consulting teacher are;
  - initial discussion with the teacher
  - observation of the classroom
  - completing a needs assessment survey, and using the teacher's responses as a basis for further discussion
  - completing a goal-setting agreement with the teacher, where specific goals are written and become a major focus over the next few weeks and months.

The consulting teacher then uses this information as a basis for observations, feedback, and conferences with the regular teacher (see attachment E for detailed information).

#### Attachment A:

#### **Selection Process for Consulting Teacher**

### Minimum Qualifications

- Two years of outstanding teaching service;
- Proven outstanding classroom teaching ability;
- Proven talent in written and oral communications;
- Proven ability to work cooperatively and effectively with other professional staff members;
- Extensive knowledge of a variety of classroom management and instructional techniques.

#### **Attachment B:**

# **Training Consulting Teacher Workshop Schedule**

The three-day workshop is intended to have the following outcomes:

- 1. Provide critical information about the HSA Mentorship Program.
- 2. Address expectations of the consulting teachers (both long and short term).
- 3. Build a positive/structured climate between consulting teachers and administrative personnel.
- 4. Address feelings of isolation which may be the result of being in an evaluative role.

- 5. Reduce stress for the first year consulting teacher.
- 6. Ensure an effective beginning of the consulting teacher-teacher relationship.

# First Day: Morning Session - Focus on Organizational Skills

Welcome and Ice Breaker

# **HSA Mentoring Program Overview**

- History and Goals
- Role of a Consulting Teacher
- Step-by-Step Review of the Process

# Getting Started

- Forms
- Timeline
- Office Procedures

Time Management: Scheduling Your Day

# First Day: Afternoon Session- Focus on Technical Skills

- Teacher Performance Principles/Criteria
- Observation Skills and Procedures
- Assessment of Performance/Progress Using Performance Criteria

# Second Day: Morning Session- Focus on Technical Skills

# Report Writing

- Supporting Documentation
- Key Components of Written Reports
- Practice Sessions

#### Conferencing

- Scheduling Conferences
- Goal Setting Process
- Format of Conferences
- Identifying Techniques and Resources to Improve Teaching Skills
- **Practice Sessions**

# Second Day: Afternoon Session- Focus on Technical Skills

Compiling Data - "Building Your Case"

- Thorough Documentation
- Keeping Record of Observation and Conference Hours

#### **Third Day: Morning Sessions- Focus on Technical Skills**

- Developmental Stages of Teachers
- Needs of Entry-Year Teachers
- Resources for Intervention

## Third Day: Afternoon Sessions-Focus on Affective Skills

- Effective Mentoring
- Assessment and Problem Solving
- Techniques of Constructive Criticism
- Initial Meeting with Teachers

#### **Attachment C:**

# Time Line for Class Visits (for consulting teachers)

#### September

- 1. Continue informal meetings with teachers
- 2. Schedule monthly conference and first observations
- 3. Meet with second/third year consulting teachers for assistance with initial teacher observation and documentation procedures
- 4. Develop goals for first semester

#### **October**

- 1. Monthly conference with consulting teachers
- 2. Observation, evaluation, and feedback to teachers
- 3. Monitor progress toward goals
- 4. Participate in informal discussions with fellow consulting teachers and share resources
- 5. Communicate with principals

#### November

- 1. Monthly conference with consulting teachers
- 2. Observation, evaluation, and feedback to teachers
- 3. Monitor progress toward goals
- 4. Professional development through observation of other consulting teacher/teacher teams
- 5. Communicate with principals

# **December**

- 1. Monthly conference with consulting teachers (focus on first semester reports/evaluations)
- 2. Observation, evaluation, and feedback to teachers
- 3. Communicate with principals
- 4. Monitor progress toward goals
- 5. Complete first semester teacher evaluation and prepare presentation

#### January

- 1. Monthly conference with consulting teachers
- 2. Observation, evaluation, and feedback to teachers

- 3. Establish goals for second semester
- 4. Communicate with principals

#### **February**

- 1. Monthly conference with consulting teachers
- 2. Observation, evaluation, and feedback to teachers
- 3. Monitor progress toward goals
- 4. Communicate with principals
- 5. Address teacher generated needs
- 6. Mid-year one-day workshop and celebration

#### March

- 1. Monthly conference with consulting teachers
- 2. Observation, evaluation, and feedback to teachers
- 3. Complete final teacher evaluation and prepare presentation
- 4. Offer support to newly selected consulting teachers

# **April**

- 1. Monthly conference with consulting teachers
- 2. Observation, evaluation, and feedback to teachers
- 3. Communicate with principals
- 4. Offer support to newly selected consulting teacher

# May

- 1. Monthly conference with consulting teachers
- 2. Observation, evaluation, and feedback to teachers
- 3. Communicate with principals
- 4. Plan the initial training program for new consulting teachers

#### June

- 1. Monthly conference with consulting teachers
- 2. Finalize work with teachers
- 3. Communicate with principals
- 4. Attend building activities
- 5. Celebration and recognition

# **Attachment D:**

#### **Regular Teacher Orientation**

Each regular teacher receives an orientation folder and a local education association handbook. Agenda items for teacher orientation program include the following:

- Introductions
- HSA Mentoring Program description.
- Background information sheet filled out by the teacher
- Observation and conference forms
- Professional growth opportunities

- Specific information on the first workshop opportunity for new teachers
- Organizing for the first day of school
- How to prepare a student centered classroom, setting the tone
- Ideas for structuring lesson plans
- Management plan and creating a discipline plan before school begins
- Advice for the first week: over prepared, flexible, consistent, respectful
- Discussion of teacher presence
- Lesson pacing
- Staff as a resource
- Lists of first day ideas, a checklist of first day musts
- Conveying teacher expectations
- Preparing a substitute folder
- Parent communication

New teachers are given the opportunity to ask questions about any topic related to the program, the beginning of school, resources and the like.

#### **Attachment E:**

# **Observation Steps:**

### **A- Preliminary Conference:**

- 1. The teacher communicates to the observer the intentions for the upcoming lesson.
- 2. Lesson plan revisions (if necessary)
- 3. Agreement about the terms of the upcoming observation session
- 4. Choice of an observation instrument or method of data collection
- 5. Other topics
  - a. The mechanics of the observation (e.g. length of the observation, where would the teacher prefer you to sit, etc.)
  - b. Any specifics of the upcoming lesson that the observer may need to know (e.g. if the questioning method will be used, the seating chart is needed)

#### **B- Observation:**

- 1. The observation session is intended to focus on the teacher's performance and students' response, as well as contextual factors that impact the teaching and learning process.
- 2. The observer will focus on the specific goals identified in the pre-conference as well as other information that would contribute to the overall assessment of the teacher's ability to address the performance terms.
- 3. Information will be gathered in multiple ways.
- 4. The observer will not intervene in the teacher's lesson (exception when a safety issue arises)

#### **C- Post-Observation Conference:**

- 1. Discuss the data that were collected during the observation
  - a. Show the teacher your data.

- b. Discuss the congruencies and discrepancies that may exist between what the teacher thought occurred and what the observer has documented.
- c. Encourage the teacher to provide suggestions or ideas regarding possible alternatives or changes that should be considered in the near future.
- 2. What information, suggestions, or guidance can the observer offer the teacher?
- 3. Choose a course of action
- 4. Summarize the conference
- 5. Set an appointment for the next conference.

# How the PD program is aligned with the school's pedagogy and curriculum.

The overall focus of the HSA Mentoring Program is to provide individualized assistance to teachers and create a positive ongoing professional development atmosphere where everybody can learn from each other. Therefore, the focus of the teacher's professional development is based upon teachers' specific needs in their classroom environment. Teacher is not in a passive position in the group. He/She takes active roles in decision making process. Teacher and the consulting teacher discuss and pick the appropriate method and related instrument together. The instruments chosen are well aligned with the variety of teaching methods used to teach the school curriculum.

# How the professional development program will be evaluated to assess its effectiveness and success.

The staff is asked to evaluate the each component of the professional development program. Evaluation of school-wide and district-wide in-service program sessions, and workshops attended at outside institutions is conducted with an evaluation form filled out at the end of each activity. Since HSA mentoring program is year around program and the evaluation made at the end of the year does not allow for corrections to be made or concerns to be addressed during the process, the participants' feedback and comments are be collected at the end of each month. Data collected is used to modify and improve the professional development program.

# STUDENT RECRUITMENT, ENROLLMENT AND ADMISSIONS

Louisiana State charter schools (Type 2, 4, & 5) are required to serve all students eligible to attend public schools in their local school district.

# 18. Provide the school's Enrollment Policy. The Enrollment Policy should include the following:

- a. Admission requirements, if any
- b. Dates for application period (minimum 30 days)
- c. Enrollment deadlines, lottery date(s) and procedures, waitlist and re-enrollment procedures
- d. A marketing and recruitment timeline and plan
- e. Sample enrollment forms and recruitment flyer

# Eligibility for application;

Pursuant to LA-R.S. 17:3991(C)(1)(a), the school will enroll any pupil who is eligible under the residency requirements established herein. The residency requirements for schools entering the Recovery School District under LA. R. S. 10.7 are established by LA.R.S. 10.7(B)(2)(a)(i), LA.R.S. 10.7(D) and LA-R.S. 17:1990(F)(3). Students who had attended the pre-existing school will be given priority to enroll in the school. After enrollment of such students is complete and if capacity in the appropriate grade has not been reached, then other applicants, residing in Orleans Parish, may be enrolled as permitted by the Recovery School District.

# Application and enrollment periods with the lottery process:

The school will require the applicants to complete and submit a complete application form starting April 1st and ending April 30<sup>th</sup> (both the beginning and ending dates) of the first year. For the subsequent years the dates will be around these dates, will be announced accordingly and applications will be accepted at least for 30 days. Re-enrollment of students will be finished before the application closing date to determine number of openings for each grade. Re-enrolling students has the priority to stay in the school.

A lottery will be conducted if the number of applicants exceeds the maximum enrollment. The lottery will take place within 10 days after the closing date of the admission. These dates are going to be written on recruitment papers to notify parents and public.

During lottery, each student will be assigned a number, and numbers will be selected at random by the principal or his designee under the supervision of at least two members of the sponsoring entity and a notary public. It is the policy of the school not to discriminate during the admission and lottery process on the basis of gender, national origin, ethnicity, religion, disability, academic, artistic, or athletic ability.

The lottery will be paused momentarily once number of student names reach proposed enrollment cap. Then the drawing will continue and a waiting list will be developed by pulling the remaining names until all names are pulled.

At this technology age this process will be faster with computers, since there are random number generator software available. School will consider this option as well in time to make lottery faster.

# The waiting list process:

The waiting list developed, as explained in the previous section, will be kept for one school year, until the next admission period. When vacancies become available, the applicants will be offered admission based on their places on the list.

#### Withdrawal from school

When a student must withdraw from the school during the school term, he will report to the office on the morning of the day he leaves. There the student will receive a withdrawal form that will be taken to each of these teachers for "clearance":

- 1. Has checked in all assigned equipment.
- 2. No make-up work due.
- 3. Fines are paid.
- 4. Release of student records signed by parent.

The withdrawal form will then be returned to the office for official release. Students going to another school will take with them a copy of their withdrawal form that shows he/she is withdrawn. The other record will be sent to the school, he/she is going to attend after the request of that school.

#### **Recruitment of students:**

School will send out mail to all addresses in the eligible neighborhood of the school, and the parish. These addresses will be obtained from Orleans Parish School Board, if not from private companies to make it possible for any eligible child. The mail will include facts about school program and timeline for application, and open house dates for more information. The school will obtain those addresses as soon as the building determined and start sending mails to them.

Sample application and enrollment forms are attached at the end of this section as Attachment 18e.

# SCHOOL CLIMATE AND CULTURE

19. Complete the chart below and provide a copy of the proposed school's calendar in the first year of operation. Also include a sample daily schedule.

| First Day of School:            | 8/20/2007                                    |
|---------------------------------|--|
| School Day End Time:            | 3:35pm                                       |
| Hours in school day:            | 7hrs 25 min                                  |
| Number of Instructional Minutes | 360 minutes                                  |
| per day:                        |  |
| Number of Instructional School  | 177 days                                     |
| Days per year:                  | ·  |
| Number of Before School hours   | 15min  |
| devoted to academics:           |  |
| Number of After School hours    | 1 hour                                       |
| devoted to academics:           |  |
| Number of days devoted to staff | 5 days/ and Department days 1 hr every week. |
| development during school year: |  |
| Number of days devoted to staff | 7 days                                       |
| development prior to school     | ,  |
| opening:                        |  |

# School Calendar\*

| <b>Begin Date</b> | <b>End Date</b> | Event                                 |
|-------------------|-----------------|---------------------------------------|
|                   |                 |                                       |
| 8/06/2007         |                 | Principals' Start Date                |
| 8/9/2007          | 8/17/2007       | Professional Development for Teachers |
| 8/20/2007         |                 | First Official Day for Teachers       |
| 8/20/2007         |                 | First Official Day for Students       |
| 9/03/2007         | 9/03/2007       | Labor Day                             |
| 11/19/2007        | 11/20/2007      | Professional Development for Teachers |
| 11/21/2007        | 11/23/2007      | Holiday – Thanksgiving break          |
| 12/17/2007        | 11/18/2007      | Professional Development for Teachers |
| 12/17/2007        | 1/01/2008       | Winter Break                          |
| 1/14/2008         | 1/14/2008       | Holiday – Dr. Martin Luther King Day  |
| 2/18/2008         | 2/20/2008       | Holiday – Mardi Gras                  |
| 3/31/2008         | 4/04/2008       | Spring Break                          |
| 5/29/2008         |                 | Students' Last Day                    |
| 5/30/2008         | 5/30/2008       | Records Day – teachers last day       |
| 6/13/2008         | 6/13/2008       | Closeout Day – principals last day    |
| *tentative        |                 |                                       |

# SAMPLE DAILY SCHEDULE

| PERIOD      | MONDAY      | TUESDAY        | WEDNESDAY         | THURSDAY         | FRIDAY      |
|-------------|-------------|----------------|-------------------|------------------|-------------|
| Period-0    | Homeroom    | Homeroom       | Homeroom          | Homeroom         | Homeroom    |
| 08:10-08:25 | Homeroom    | Homeroom       | Homeroom          | Homeroom         | Homeroom    |
| Period-1    | Math        | Math           | Math              | Math             | Math        |
| 08:30-09:15 | Watii       | IVIALII        | IVIALII           | Watri            | IVIALII     |
| Period-2    | English I A | English I A    | English I A       | English I A      | English I A |
| 09:20-10:05 | English LA  | English LA     | English LA        | English LA       | English LA  |
| Period-3    | Social      | Social Studies | Social Studies    | Social Studies   | Social      |
| 10:10-10:55 | Studies     | Social Studies | Social Studies    | Social Studies   | Studies     |
| Period-4    | Science     | Science        | Science           | Science          | Science     |
| 11:00-11:45 | Science     | Science        | Science           | Science          | Science     |
| Period-5    | Other       | Other          | Art/Music         | Art/Music        | PE          |
| 12:15-01:00 | Language    | Language       | Art/Music         | Art/Music        | PE          |
| Period-6    | Communitari | Commuter       | Commutan          | Math             | DE          |
| 01:05-01:50 | Computer    | Computer       | Computer          | Watri            | PE          |
| Period-7    | Career      | Career         | SAT Moth          | CAT Writing      | English I A |
| 01:55-02:40 | Education   | Education      | SAT Math          | SAT Writing      | English LA  |
| Period-8    | Humanities  | Humanities     | Multiculturalism  | Multiculturalism | SAT Verbal  |
| 02:50-03:35 | пишашиеѕ    | numamues       | withticulturalism | withiculturalism | SAT VEIDAL  |

- 20. Provide details how the school will develop a climate and culture that is supportive and reinforces the school's mission and philosophy.
  - a) Describe any extra and co-curricular activities that will be implemented to enhance the school's philosophy.

Pelican Schools will offer a wide range of clubs and some athletics activities, which will not be competitive athletics. Additional programs and activities will be offered during and after school hours. Leadership activities such as Honor Society, Boy Scouts, Girl Scouts, and Student Council will be organized.

Pelican School is also planning to develop agreements with several charter schools to conduct joint hands-on science and mathematics education programs, joint arts exhibitions, and joint sports competitions at all grade levels. School will contact with the City Police Department to provide a Drug Free America program at School. The officers of the police department or other agencies will hold seminars to inform the students about the dangers of drug use.

Clubs that will be offered for Pelican School students are:

Computer Club: Students with an interest in computer technology will have the opportunity to learn new skills and practice those previously learned. Projects will be developed around areas that the club members suggest. Possible areas of exploration will be Internet searching and Hyper Studio. The members of this club will introduce new developments in computer technology to other students.

*Math Club*: Math Club is an after-school activity which will use a variety of games designed to promote math skills and thinking strategies. Students with a high interest in math and related areas will learn to make better use of their skills. Peer tutoring and coaching will also occur among students who excel in math and those who struggle with the subject. Peer tutoring and coaching will take place between the upper grades. Students in this club will tutor lower grade students for LEAP prep as well. School Math Team will be selected to participate in MathCounts, Math League, or National Math Olympiads.

Science Club: Students with an interest in science will be given an opportunity to experience handson activities and experiments in the various areas of science. This club will organize small
competitions and exhibits about science and increase the popularity of science in School. This club
will occupy the most important place in the co-curricular life at Pelican Schools. They will involve
in the organization of Annual School Science Fairs. Students in this club will tutor lower grade
students for LEAP prep as well. Students will participate to School wide, Regional, National, and
international Science Fairs, or Competitions.

*Chess Club:* The purpose of the chess club will be to give students the opportunity to practice the strategy of chess. Students will take turns pairing with other during each session. They will organize a contest to determine who the champion chess player of School is for that year. They will try to organize competitions with other schools as well.

*Art Club:* Students with an interest in art will have an opportunity to work with different ideas and materials not usually experienced in art class. Students need not be registered in an art class to join. Students will do fun art activities along with an emphasis on community service.

**Choir:** Music teacher will announce Choir to all students. Desired and Talented students will be chosen for Choir. They will work with sponsoring teacher to perform at School Assemblies, Parent teacher Organization Nights, End of Year Ceremonies. Sponsoring teacher will add different activities for these kids to promote music awareness.

*National Junior Honor Society:* Sponsor teacher will form and select the students to the Society. Necessary documentation will be filed with NJHS. Students will participate to NJHS activities.

**Soccer Club:** Open to any student who is interested in soccer. This club will support drug prevention programs by encouraging the students in sport activities. They will meet regularly to improve their soccer skills. The club will arrange with Parent Teacher Organization a suitable place to practice. Basic equipments will be purchased by school activity fund or by Parent Teacher Organization. Personal equipments and stuff will be on students.

**Student Government:** Middle School Student Government develops leadership, serves as an information conduit between students and teachers, and promotes social and service activities.

**Recreational Activities:** School will organize several team sports, which includes but not limited to soccer, basketball, and volleyball. Offering those club activities depends on sponsoring teachers. If there will be no sponsor clubs will not be offered to students. The second criteria will be to find appropriate facilities to practice. Those activities will be clear after finalizing the facility for school.

Out of State and Europe Trip: School will organize out of state and Europe Trips every year to different sites in Europe. Existing Harmony Schools have been doing similar trips. Through their program, Harmony Students have already visited Holland, Germany, France, and Belgium. International trips are rewarding activities that expose students to different cultures, natural beauties, and historical places and promote learning and interaction. The trip will help students explore diversity, multiculturalism, dialogue, and tolerance.

It is important to understand that those clubs are only some of alternatives that would be offered to students. There might be more depending on finding available and capable sponsor teacher. It is same for Harmony schools as well. All schools do not have exact same after school activities. It varies depending on sponsoring teacher.

b) If the charter school would implement a dress code policy, provide such policy including a description of how the cost of any uniform would be covered for parents unable to afford them.

The school will implement a dress code policy to help create a safe and orderly environment, instill discipline, and eliminate the competition and distractions caused by varied dress styles. Both boys' and girls' most of the uniform items will be purchased from the school and/or from the companies suggested by the school. The students will be expected to arrive in dress code every day. They are

expected to cooperate, display modesty and neatness, and take pride in the clean, neat and attractive uniforms

In addition to making sure you are wearing the school uniform, the school requires that you follow these additional guidelines in terms of uniform appearance and personal appearance.

#### **Skirts and Sweatshirts:**

- Shirts must be tucked in at all times.
- Shirts must be buttoned at all times. (At least two buttons must be done)
- They may not be rolled at the waist.
- Skirts must be below knee height.
- No see through type clothing is to be worn.

#### Pants and Slacks:

- Pants and slacks must fit properly.
- Pants may not be baggy.
- Pants may not be sagged.
- No stretch pant is to be worn.
- Pants may not be in cargo style.
- Belts must fit properly and not hang down when buckled.

#### **Footwear**

- Girls: No sandals, clogs, high heels, platform shoes, tennis shoes, hiking boots, or snow boots (unless it snows) will be allowed.
- Boys: No sandals, tennis shoes, hiking boots, or snow boots (unless it snows) will be allowed
- Shoes must be kept polished at all times.

#### **Personal Appearance:**

- Boys may not wear jewelry and accessories such as rings, bracelets, earrings, necklaces, and wrist bands.
- Jewelry and accessories for girls should be appropriate for school and not attract undue attention (only a pair of rings and a pair of earrings are permitted).
- No cosmetics.
- Facial and body piercing are not acceptable.
- Tattoos are not acceptable.
- Use of hair dyes and bleach are not permitted.
- Your hairstyle must be such that you are able to keep it well groomed and tidy. Extremes of fashion are to be avoided. Basic expectations are that hairstyle is conservative. For boys hair should be above the collar at the back. Ears should be visible. For girls hair should be presentable at all times. There should be no color in the hair.
- Boys may not grow mustache, sideburns and beard.
- Necklaces worn solely for religious purposes are permitted under shirts.

#### **Outerwear:**

- Hats, caps, and other headgear may not be worn in the building.
- Outwear, such, as windbreakers, jean jackets, or ski jackets, may not be worn in the building.

If the Principal/Dean of Students determines that a student's dressing or grooming violates the dress code, the student shall be given an opportunity to correct the problem at school. If not corrected, the student shall be kept in the designated place for the remainder of the day until a parent or designee brings an acceptable change of clothing to the school.

Those parents who are unable to afford the uniform will be given opportunity to apply for free or discounted uniform to the Uniform Fund supported by fundraising activities.

21. Attach the charter school's student discipline rules and procedures for regular and special education students. If your school is to have a provision for suspension or expulsion, include as well the procedures and policies for implementing alternative instruction.

### **Student Conduct and Discipline**

# STUDENTS / PARENTS / TEACHERS RIGHTS AND RESPONSIBILITIES

#### Student Conduct

The faculty and staff of THE SCHOOL believe that 100% of the students will follow the rules and regulations to make this a great school. For those few who choose to violate the rules, there are consequences as outlined in THE SCHOOL Student Code of Conduct. Students and parents are required to sign a statement that they have been given a copy of the Student Code of Conduct and agree to abide by it. Keep it and this handbook available to answer any question concerning The school discipline procedures.

Each student at THE SCHOOL is expected to:

- demonstrate courtesy and respect for others
- behave in a responsible manner
- attend all classes, regularly and on time
- be prepared for each class; take appropriate materials and assignments to class
- obey all campus and classroom rules
- respect the rights and privileges of other students and of teachers and other district staff
- respect the property of others, including district property and facilities
- cooperate with or assist the school staff in maintaining safety, order, and discipline
- avoid violations of the Student Code of Conduct.
- By state law and district policy, THE SCHOOL students are under the jurisdiction of the THE SCHOOL Student Code of Conduct and policies, in addition to the state laws, while on a school trip, at any school activity, on any part of the campus, and within 300 feet of the campus.

Students are held accountable for all information, procedures, laws, and policies contained in the Student Code of Conduct.

Students who are temporarily suspended from school are prohibited from participating in extracurricular activities or career/technology work programs.

#### **STUDENTS**

Have a Responsibility To:

- Attend school regularly, be punctual, bring necessary materials, do homework, and prepare for each class.
- Do his or her best.
- Respect the rights, feelings, and property of fellow students, parents/guardians, school personnel, visitors, guests, and school neighbors.
- Respect the school staff by obeying all reasonable requests.
- Use appropriate and respectful language at all times.
- Exercise self-discipline and refrain from engaging in any sort of violent behavior.
- Refrain from behavior that interferes with the right of other students to learn.
- Comply with all school rules.

#### Have a Right To:

- Be educated in schools which are safe.
- Receive an explanation of the rules to which they will be subject.
- Receive discipline which is fair, nondiscriminatory, and consistent with adopted school policy.
- Report any incidents of verbal or physical threats, "bullying," intimidation, or abuse.

#### PARENTS / GUARDIANS

# Have a Responsibility To:

- Encourage their child to comply with school rules.
- Use appropriate and respectful language when dealing with school staff about discipline issues.
- Assist their child in arriving to school on time and with all necessary materials. Ensure regular school attendance.
- Attend parent conferences.
- Provide the school with explanations for student absences or tardiness.

# Have a Right To:

- Obtain a copy of school rules relating to student behavior and disciplinary procedures.
- Obtain clarification from the school on any matter referred to in school rules.
- Be contacted promptly if their child is involved in any incident that may result in suspension or expulsion.
- Meet with teachers and / or the disciplinary committee about disciplinary matters.
- Receive regular official reports of their child's academic progress and attendance.
- Read all school records pertaining to their child, at times mutually convenient to the parent and the school.
- Assert all rights to due process contained in school rules, including the right to appeal disciplinary action.

#### STAFF MEMBERS

Have a Responsibility To:

- Model expected behavior for students.
- Instruct students about appropriate behavior, conflict management, classroom rules, and disciplinary consequences.
- Be in regular attendance and on time.
- Treat students and parents with respect.
- Communicate regularly with parents and students about the child's academic progress and conduct.

### Have a Right To:

- Be treated with respect.
- Teach in schools which are safe.
- Receive additional training and professional development as necessary.
- Receive support from school administrators in the administration of discipline, consistent with school policy.

THE SCHOOL has as its goal to help every student fulfill his or her intellectual, social, physical and emotional potential. Everything in and about the school has been designed to create an orderly and distraction-free environment in which all students can learn effectively and pleasantly. To foster this kind of learning environment, the school administrators and teachers shall not allow the following misbehaviors during school, on school property, or at or during any school-sponsored activities.

#### Classroom rules posted in every classroom:

- 1. Be in your assigned seat, ready to work before the tardy bell rings.
- 2. Bring pencils, notebooks, and books to class.
- 3. Keep your hands, feet, books, and objects to yourself.
- 4. Do not engage in behavior that keeps the classroom from functioning.
- 5. Follow teacher's directions the first time they are given.
- 6. No gum, food, or drink allowed in the building except in designated food service areas.
- 7. Stand up when teachers or administrators come into classroom.
- 8. Raise your hand before talking. If you are given permission stand up and talk. (Excluding normal class discussions)

#### Consequences for violating daily classroom rules:

- Warning
- X = Teacher option
- XX = Points from point system
- XXX = Sent to office
- Note: Students who lose 10 points in a week serve Saturday detention and the parents are contacted.

# **Discipline-Positive Reinforcement**

The teachers will reinforce positive behavior.

- 1. Oral praise from the teacher
- 2. Personal notes to student
- 3. Mention in assemblies
- 4. Phone call to parents
- 5. Note to parents
- 6. Principal/Director tea
- 7. Honor Rolls

There is a points system developed by Harmony Schools. According to system students start the week with a full 100 points. They will loose those points according to their misbehaviors. They may earn points with their good behaviors as well. At the end of the week their total points will show what they can get. There are positive and negative consequences of these points to them, including detention and lunch with the Principal. Moreover, at the end of semester principal has the discretion to add up to +/-5 points over 100 to any grade of students according to their cumulative points. This is a very positive system since kids are trying to protect their earned points. Harmony schools has seen the fruit of this and Pelican school will adopt similar system if not the same with the consensus of its teachers.

# **Discipline-School Wide Rules**

Students breaking the following rules will be subject to disciplinary action by school officials.

- 1. Radios, tape players, tapes, beepers, phones, CD players, virtual pets, play cards and games (game boys) are prohibited.
- 2. Students are to be in assigned supervised areas.
- 3. Running, pushing, hitting, tripping or shouting are prohibited.
- 4. No swearing or put down whether written or oral will be tolerated.
- 5. No cruelty or rude gestures are allowed.
- 6. No physical contacts are allowed .(with or without hatred)
- 7. Students shall not miss class/classes unless excused by parent, guardian, or teacher.
- 8. Use of tobacco, matches, or lighters on or near school grounds is prohibited.
- 9. Students shall not miss class/classes unless excused by parent, guardian, or teacher.
- 10. Displays of affection are prohibited.
- 11. Being insolent, disrespectful and argumentative are prohibited.
- 12. Follow student conduct code cited in board policies.

# Discipline-Severe Clauses: Immediate Office Referral

A classroom teacher may remove a student from his or her classroom when that teacher determines that an emergency exists. Reasons constituting an emergency include, but are not limited to:

- 1. Acts of violence or threats of physical harm to another student or adult.
- 2. Possession of tobacco, drugs, or alcohol on or near the school campus. Being under the influence of alcohol or drugs.
- 3. Possession of a weapon.
- 4. Damage or destruction to property belonging to another student, the school, or a teacher.
- 5. Swearing, making rude gestures, acts of cruel teasing or put-downs.

Any student removed from the classroom for a reason shown above shall be taken immediately to the principal/director or his designee. At the discretion of the principal/director or his designee, the student shall then be released to the parent, the parent's representative, or other proper authority, including, but not limited to law enforcement officers and medical personnel. Any teacher removing a student for one of the above reasons must document, in writing, his or her reasons for removal and the date, time, and location of the incident.

#### UNACCEPTABLE STUDENT BEHAVIORS

As a student at The school, you may not...

#### 1. Fight and Arrange Fights:

School is not a place to arrange fights, whether those fights take place on or off school grounds. Fighting is any instance of physical contact in anger, regardless of whether fists or weapons are used. In all but the rarest of occasions in which one student simply assaults an innocent bystander, any fight will involve disciplining all students involved in the fight. Possible prosecution by legal authorities.

## Consequences:

1<sup>st</sup> Offense: Parents/Guardian contacted. Up to Three (3) day suspension. Possible expulsion.

2<sup>nd</sup> Offense: Parents/Guardian contacted. Up to Five (5) day suspension. Possible expulsion.

3<sup>rd</sup> Offense: Parents/Guardian contacted. Up to Ten (10) day suspension. Possible expulsion.

#### 1a. Hit or physical touch:

# Consequences:

**1st Offense:** Parents/Guardian contacted. Up to 1 day suspension.

**2nd Offense:** Parents/Guardian contacted. Up to 3 days suspension.

**3rd Offense:** Parents/Guardian contacted. Up to 10 days suspension, possible expulsion.

2. Bring Beepers, Pagers, Cellular Telephones and/or Other Electronic Devices: Beepers, Pagers and Cellular Phones, Radios, Tape or CD Players, Electronic Games, and/or similar devices are not allowed on school ground at any time including lunch time and break time(s). They disrupt classes and distract others from learning.

# Consequences:

**1<sup>st</sup> Offense:** Parent/Guardian contacted. Confiscation of the devices with retrieval only by parents/guardians

2<sup>nd</sup> Offense: Parents/Guardian contacted. Up to Three (3) day suspension.

3<sup>rd</sup> Offense: Parents/Guardian contacted. Up to Five (5) day suspension. Possible expulsion

# 3. Cheat and/or Plagiarize:

Cheating on tests, plagiarism, and/or any other types of deception to get credit without effort are unacceptable conduct. Each teacher sets his/her own standards of behavior for his/her classroom, and students are expected to know the standards and procedures for each of their classes. The administration has reviewed and accepted and will support individual teacher standards and procedures for cheating and plagiarism.

#### Consequences:

# See individual teachers' policies.

# 4. Abuse and/or Misuse Computers:

Computer hardware and software are for the benefit of all students. No student may purposefully tamper with either the hardware or the software so that it is inaccessible to other students. Computers are in the school for educational purposes. Abuse and or misuse of computers also include loading private software, checking personal e-mail, or accessing inappropriate web sites or web pages using school equipment.

# Consequence:

1<sup>st</sup> Offense: Parents/guardians contacted. Administrative discretion. You will repair, undo, reset, delete or whatever needs to be done to undo the tampering under supervision. You may have to pay for computer technicians to undo tampering. Up to three (3) day suspension

2<sup>nd</sup> Offense: Parents/guardians contacted; Administrative discretion. You will repair, undo, reset, delete or whatever needs to be done to undo the tampering under supervision. You may have to pay for computer technicians to undo tampering;

Up to five (5) day suspension

**3<sup>rd</sup> Offense:** Parents/guardians contacted. Administrative discretion. You will repair, undo, reset, delete or whatever needs to be done to undo the tampering under

supervision. You may have to pay for computer technicians to undo tampering. Up to Ten (10) day suspension with recommendation for expulsion

# 5. Disrupt Learning:

Disrupting learning includes any behavior that prevents other students from learning. It may include but is not limited to inappropriate language, eating or drinking during class, chewing gum, insubordination, being loud and/or selling or trading personal possessions to other students.

# Consequences:

1<sup>st</sup> Offense: Parent/Guardian contacted and Saturday detention.

2<sup>nd</sup> Offense: Parent/Guardian contacted. Administrative discretion including possible

detention, and/or up to Five (5) day suspension.

3<sup>rd</sup> Offense: Parent/Guardian contacted. Administrative discretion including up to Ten (10)

day suspension, and/or expulsion.

#### 6. Violate the Uniform:

Students shall come to school in uniform and in line with specific uniform and appearance limitations described in the handbook.

# Consequences:

1st Offense: Points will be deducted. You will be sent to the office to fix the violation.

Parent/Guardian contacted. If the violation cannot be corrected, your

parent/guardian will be contacted to bring proper attire to you.

2<sup>nd</sup> Offense: You will be sent to the office to fix the violation. Parent/Guardian contacted. If

the violation cannot be corrected, your parent/guardian will be contacted to bring

proper attire to you. Possible One (1) day Saturday detention.

3<sup>rd</sup> Offense: You will be sent to the office to fix the violation. Parent/Guardian contacted. If

violation cannot be corrected, parent/guardian will be contacted to bring proper

attire to you. Up to Three (3) day suspension.

4<sup>th</sup> Offense: You will be sent to the office to fix the violation. Parent/Guardian contacted. If

the violation cannot be corrected, your parent/guardian will be contacted to bring

proper attire to you. Up to Five (5) day suspension with possible expulsion.

# 7. Use Drugs and/or Alcohol and Sale or Intention to Sell Drugs and/or Alcohol:

Use of drugs or alcohol means to knowingly possess, consume, use, handle, give, store, conceal, offer to sell, sell, transmit, acquire, buy, represent, make, apply, or be under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, tranquilizer, non-prescription or prescription drug (except when under the direction of a physician/parent and within school procedure), alcoholic beverage, intoxicant, solvent, gas, or any mood-altering chemical, drug of abuse or any counterfeit-controlled substance of any kind including butane lighters. This prohibition also applies to any type of drug related paraphernalia. If caught, the student will be suspended for long term and law enforcement officials may be contacted.

The sale, distribution, possession, or use of drugs, alcohol, fake drugs, steroids, inhalants, and look alike drugs is prohibited anywhere on school grounds, at any school activity, and on any school transportation. Many drug abuse offenses are also felonies. Bringing Tylenol, Aspirin and similar kind of drugs are not permitted either.

#### Consequences:

Parent/guardian contacted. Direct Five (5) day suspension or expulsion.

# 8. Give A False Fire Alarm:

Issuing a false fire alarm is a violation of the State Law. Any student who issues a false fire alarm is subject to the legal authorities. The penalties for this, especially if any injuries result, are immense, ranging from fine of \$1,000 to \$10,000 and jail terms. Making false 911 calls is also violation of the State Law. Any student who issues a false call is subject to legal authorities. There will be \$100 dollars fine for each false call.

### Consequences:

Parent/Guardian contacted. Ten (10) day suspension. Recommended for expulsion. Restitution for any damage. Possible prosecution by legal authorities.

# 9. Forge:

Any attempt by a student to sign a teacher's, administrator's, parent's or guardian's, and or student's name to any document will be considered forgery.

# Consequences:

1<sup>st</sup> Offense: Parent/Guardian contacted. Three (3) day suspension.

2<sup>nd</sup> Offense: Parent/Guardian contacted. Five (5) day suspension.

3<sup>rd</sup> Offense: Parent/Guardian contacted. Ten (10) day suspension. Recommendation for

expulsion.

# 10. Gamble and play cards:

Gambling includes but is not limited to card playing, dice shooting and sports pools and involves the transfer of money or personal belongings or assistance from one person to another. Bringing, trading, and playing any cards such as Pokemon cards.

# Consequences:

1<sup>st</sup> Offense: Parent/Guardian contacted. Three (3) day suspension.

2<sup>nd</sup> Offense: Parent/Guardian contacted. Five (5) day suspension.

3<sup>rd</sup> Offense: Parent/Guardian contacted. Ten (10) day suspension. Recommendation

expulsion.

# 11. Bring Inappropriate Materials:

Pornographic, criminal, hate related, laser pointers, lighters, etc.

#### Consequences:

1<sup>st</sup> Offense: Parent/Guardian contacted. Three (3) day suspension.

2<sup>nd</sup> Offense: Parent/Guardian contacted. Five (5) day suspension.

3<sup>rd</sup> Offense: Parent/Guardian contacted. Ten (10) day suspension. Recommendation for

expulsion.

#### 12. Harass another Student and/or a Teacher, Administrator, or Staff Member:

Harassment means making unwelcome advances or any form of improper physical contact or sexual remark and any speech or action that creates a hostile, intimidating or offensive learning environment. Harassment is a violation of Federal law and is contrary to the Board of Education's commitment to provide a physically and psychologically safe environment in which to learn.

#### Consequences:

Parent/Guardian contacted. Administrative discretion with a recommendation for suspension. Possible expulsion. Possible prosecution.

13. Disrespect to teachers or staff and using inappropriate language and behavior.

Responding in a rude and/or impertinent manner.

## Consequences:

1<sup>st</sup> Offense: Parent/Guardian contacted. Up to Three (3) day suspension.
2<sup>nd</sup> Offense: Parent/Guardian contacted. Up to Five (5) day suspension.

3<sup>rd</sup> Offense: Parent/Guardian contacted. Ten (10) day suspension. Possible expulsion.

#### 14. Haze Students:

Hazing means to plan, encourage or engage in any hazing activity. Hazing is defined as doing any act or coercing another, including the victim, to do any act of initiation into any student or other organization that causes or creates a substantial risk or causes mental or physical harm to any person. Permission, consent or assumption of the risk by an individual subjected to hazing does not lessen the prohibition contained in this policy. Hazing may carry heavy legal consequences.

#### Consequences:

Parent/Guardian contacted. Administrative discretion with a recommendation for suspension. Possible expulsion. Possible prosecution.

#### 15. Smoke or Use Other Tobacco Products and/or Bring Such Products to School:

This includes cigarettes, cigars, herbs, and smokeless tobacco. Possession of tobacco products in purses or lockers is prohibited under this policy.

#### Consequences:

1st Offense: Parent/Guardian contacted. Three (3) day suspension

2<sup>nd</sup> Offense: Parent/Guardian contacted. Five (5) day suspension. Possible expulsion.

#### 16. Steal and/or Vandalize Private Property:

This means to cause or attempt to cause damage to private property or steal or attempt to steal private property either on school grounds or during a school activity, function, or event on school grounds. Students and their parents or guardians will be held responsible for any theft/vandalism that their student commits on school property. *Please Note:* The school may file a police report in cases of theft and vandalism. Either offense can carry heavy legal penalties.

# Consequences:

1<sup>st</sup> Offense: Parent/Guardian contacted. Administrative discretion. Restitution if required. Up

to Three (3) day suspension.

2<sup>nd</sup> Offense: Parent/Guardian contacted. Administrative discretion. Up to Five (5) day

suspension. Restitution if required. Police report filed.

3<sup>rd</sup> Offense: Parent/Guardian contacted. Up to Five (10) day suspension. Restitution if

required. Police report filed. Possible expulsion.

# 17. Be Habitually Tardy:

This means to be late for the beginning of the school day and/or late for classes.

# Consequences:

1<sup>st</sup> Offense: Parent/Guardian contacted. Five unexcused tardiness will result in one (1) day

Saturday detention.

2<sup>nd</sup> Offense: Parent/Guardian contacted. Additional five unexcused tardiness will result in

One (1) day suspension.

3<sup>rd</sup> Offense: Parent/Guardian contacted. Additional five unexcused tardiness will result in

Another (1) day suspension.

# 18. Display Threatening Behavior:

Threatening behavior can include verbal threats, such as bullying or name calling, both face to face and over electronic media (phone and/or computers) and non-verbal threats, including "hard" stares, gestures, and so on, that cause or attempt to cause any student, teacher, administrator, or staff member to feel frightened or intimidated.

#### Consequences:

1<sup>st</sup> Offense: Parent/Guardian contacted. Administrative discretion. Detention.

2<sup>nd</sup> Offense: Parent/Guardian contacted. Administrative discretion. Three (3) day suspension

recommended.

3<sup>rd</sup> Offense: Parent/Guardian contacted. Administrative discretion. Ten (10) day suspension

recommended. Possible expulsion.

#### 19. Be Truant:

Truancy means being inexcusably absent from school or a class without the knowledge of a parent. Habitual truancy by law means a student has accumulated 9 consecutive or total days of absence in one semester. There are school and legal penalties that accompany truancy.

# Consequences:

Parent/Guardian contacted. Administrative discretion on full range of disciplinary measures including expulsion from the school.

# 20. Bring Any Kind of Weapon to School:

A weapon includes, but is not limited to, conventional objects like guns, pellet guns, knives, smoke bombs, fireworks, or club type implements as well as mace, tear gas, or other chemicals. It may also include any toy that is presented as a real weapon. It also includes objects converted from their original use to an object used to threaten or injure another. The Administration reserves the right to all final decisions regarding the definition of what is a weapon. School personnel may search lockers, book bags, gym bags, coats, and/or any other containers if they suspect the presence of a weapon.

#### Consequences:

Parent/Guardian contacted. Ten (10) day suspension with a recommendation for expulsion. Possible prosecution.

# 21. Possession or use of Fireworks

Using or possessing any amusement device, smoke bomb, etc.

1<sup>st</sup> Offense: Parent/Guardian conducted and two(2) Saturday detention

2<sup>nd</sup> Offense: Parent/Guardian conducted and up to ten(10) days out of school suspension

# 22. Gang Symbols

Disruption and/or intimidation caused by the wearing of any type of clothing/jewelry, or by the writing of any signs identified as or associated with gangs.

1<sup>st</sup> Offense: Parent/Guardian conducted. One (1) day suspension.

2<sup>nd</sup> Offense: Parent/Guardian conducted and up to ten(10) days out of school suspension.

# 23. Possession of stolen property

Having in one's possession property obtained with out permission of the owner.

1<sup>st</sup> Offense: Parent/Guardian conducted and up to five (5) days out of school suspension.

**2<sup>nd</sup> Offense:** Parent/Guardian conducted and up to 10 days out of school suspension, possible expulsion.

#### 24. Arson

Intentionally starting any fire or combustion on school property. NOTE: Report any fire, no matter how small, call 911 for active fire. DO NOT CLEAN UP.

**1<sup>st</sup> Offense:** Parent/Guardian conducted and up to ten(10) days out of school

suspension.

2<sup>nd</sup> Offense: Parent/Guardian conducted and expulsion.

# 25. Public Display of Affection

Behaviors of affection which are not appropriate for public places such as kissing, hugging, etc.

1<sup>st</sup> Offense: Parent/Guardian conducted and conference with student(s).

2<sup>nd</sup> Offense: Parent/Guardian conducted and up to ten (10) days out of school

suspension

# 26. Provoking/Intimidating behavior

Encouraging or urging other students to violate school rules

1<sup>st</sup> Offense: Parent/Guardian conducted and conference with student(s).
2<sup>nd</sup> Offense: Parent/Guardian conducted and up to ten (10) days out of school

suspension.

27. Students who have been suspended three times in a year will be placed on critical list. The parents will be contacted. Thereafter, any behavior that leads to suspension, as mentioned in section 23, will result in student being expelled.

- 28. Students who have been put on detention three times will be suspended for one day.
- 29. A student can bring a photo camera to the school with the Principal/Director's approval of three (3) days advance written request

#### **DUE PROCESS**

All students at THE SCHOOL are entitled to the rights guaranteed by the United States Constitution and Bill of Rights, and their rights will not knowingly be denied by the required code of conduct or by any disciplinary actions taken by the school. Any student who exhibits any of the Unacceptable Student Behaviors listed in this handbook or added to this list at a later date will suffer immediate consequences. These consequences range from notification of parents, detention, and emergency removal from a school activity to suspension, long term suspension, expulsion, and criminal prosecution. In all instances, THE SCHOOL's policies and procedures governing due process for suspensions and long term suspensions will follow Louisiana Education Law.

All students at THE SCHOOL have the right to feel that they are physically, emotionally, and intellectually safe.

- Therefore, if at any time you feel you are the subject of harassment, hazing, threats, or other intimidating behavior, you should immediately speak to an administrator about the problem. The situation will be investigated as soon as possible. All reports like this will be kept completely confidential.
- Similarly, if you are concerned about the safety of another student who seems to be the subject of harassment, hazing, or threats, you should immediately speak to an administrator about the problem. The situation will be investigated as soon as possible. All reports like this will be kept completely confidential.

#### **DETENTIONS**

Detention may be held on each day during school or Saturdays for three (3) hours. Students who serve detention must make arrangements to be picked up from school. Parents may request *in person* a delay of the detention; no phone calls or notes will be accepted for this.

#### **SUSPENSION**

- a. An out-of-school suspension shall be long-term or short-term. A long-term out-of-school suspension shall be an out-of-school suspension in excess of ten (10) school days. A short-term out-of-school suspension shall be a period of ten (10) or fewer school days.
- b. In no event should an out-of-school suspension extend beyond the current school semester and succeeding semester, except in the case of possession of a firearm, in which case an out-of-school suspension of up to one calendar year is appropriate. Out-of-school suspensions should have a definite commencement and ending date; indefinite out-of-school suspensions are not permitted.
- c. Out-of-school suspensions should be assigned as consistently as possible. However, the disciplinary committee may take previous conduct and previous disciplinary actions and out-of-school suspensions of the student into consideration.
- d. The principal/director or his/her designee shall maintain records related to the Education Plan and the student and / or parent's compliance with the Plan.
- e. While serving an out-of-school suspension (short or long-term), a student may not participate in any school extracurricular activities.
- f. The suspension of any student receiving services under an IEP will be governed by the applicable provisions of the Individuals with Disabilities Education Act.

Notice of Suspension and the reasons for the suspension will be mailed to the parent in writing by the Head of Discipline Committee after hearing the issues involved in a situation. Before the mail, parents are going to be informed by phone, giving reasons. If you are suspended, you will not have any opportunity to make up work that you missed during the suspension.

You and your parent/guardian may appeal a suspension within one (1) school day of the suspension being issued. This appeal will be made to the Principal/Director in writing Principal/Director will form a committee and considered by a disciplinary board made up of three (3) teachers. You may not attend classes until the appeal is heard, but you will be able to turn in work for the classes you miss while waiting for the appeal and receive credit for that work. All disciplinary board hearings will be held within two (2) school days of the appeal being made. The decision of this disciplinary board is final.

#### **EXPULSION**

The decision to expel any student will be made in writing and will include the reasons for the expulsion by the head of Discipline Committee after hearing about the events involved in a situation.

You and your parent/guardian may appeal an expulsion within two (2) school days of the expulsion being issued. This appeal will be made to the Principal/Director and heard by a disciplinary board made up of three (3) teachers. You may not attend classes until the appeal is heard, but you will be able to turn in work for the classes you miss while waiting for the appeal and receive credit for that work. All disciplinary board hearings on expulsions will be held within four (4) school days of the appeal being made. The decision of this disciplinary board is final.

# **ALTERNATIVE INSTRUCTION**

Students who are suspended will be provided with alternative instruction. Alternative instruction will be in accordance with all applicable law. For students who have been expelled, the school will provide alternative instruction to the extent required by law. All IDEA mandates will be followed for student with disabilities.

Out-of-school suspensions in excess of ten (10) days shall include an Individualized Plan for Out-of-School Suspension:

- The Individualized Plan for Out-of-School Suspension ("Plan") shall describe either a
  home-based school work assignment setting or other appropriate work assignment
  setting. The plan shall be prepared by the principal/director with the assistance of
  other school employees as warranted by the circumstances of the out-of-school
  suspension.
- 2. The Plan shall provide for the core units in which the student is enrolled. Core units shall consist of the minimum English, mathematics, Science, Social Studies and Art units required by the TEA for grade completion in grades six through eight and for high school graduation in grades nine through twelve.
- 3. A copy of the Plan shall be provided to the student and parent or guardian. The parent of guardian shall be responsible for provision of a supervised, structured environment in which the parent or guardian shall place the student. The parent or guardian shall bear responsibility for monitoring the student's educational progress until the student is readmitted into school. The Plan shall set out the procedure for education and shall also address academic credit for work satisfactorily completed.

The staff will be trained about discipline policy before school start. They will be provided with a handbook and sessions on "Discipline with Dignity" presentations. The real examples will be shown by Harmony staff as well.

# Discipline policy that the school will enact for students with disabilities.

The placement of a student with a disability who receives special education services may be made only by a duly constituted IEP committee. Any disciplinary action regarding a student with a disability who receives special education services that would constitute a change in placement under federal law may be taken only after the student's IEP committee conducts a manifestation determination review under 20 U.S.C. 1415(k)(4) and its subsequent amendments. Any disciplinary action regarding the student shall be determined in accordance with federal law and regulations, including laws or regulations requiring the provision of:

- 1. Functional behavioral assessments:
- 2. Positive behavioral interventions, strategies, and supports;
- 3. Behavioral intervention plans; and
- 4. The manifestation determination review.

A student with a disability who receives special education services may not be placed in an disciplinary alternative education program (DAEP) solely for educational purposes.

A change in placement occurs if a child with a disability is:

- 1. Removed from the child's current educational placement for more than ten consecutive school days; or
- 2. Subjected to a series of removals that constitute a pattern because they cumulate to more than ten school days in a school year, and because of factors such as the length of each removal, the total amount of time the child is removed, and the proximity of the removals to one another.

THE SCHOOL will develop and implement written procedures and policies which set forth the necessary steps to be followed when taking disciplinary actions with respect to students with disabilities:

- for short term removals totaling more than 10 school days in a school year which do not constitute a change of placement; and
- for short term removals totaling more than 10 school days in a school year which do constitute a change in placement; and
- for long-term removals of more than 10 consecutive school days

For removals not constituting a change of placement, an IEP committee meeting will be convened either before or not later than 10 business days after first removing the student for more than 10 school days in a school year.

For removals constituting a change of placement, not later than the date on which the decision to take action made, the parents must be notified of that decision and provided the procedural safeguards notice and immediately, a review by the IEP committee and other qualified personnel will be conducted of the relationship between the student's disability and the behavior subject to disciplinary action.

After a child with a disability has been removed from his or her current placement for more than 10 school days in the same school year, during any subsequent days of removal THE SCHOOL will provide services.

The IEP committee will determine the educational services to be provided during the expulsion period, and these services will be designed to assist in returning the student to school and to prevent significant regression. The interim educational setting will be determined by IEP team. This setting will be selected so as to enable the child to continue to progress in the general curriculum, although in another setting.

Every teacher is authorized to hold every student to a strict accountability for any disorderly conduct in school or on the playground of the school, or on any school bus going to or returning from school, or during intermission or recess. The school principal may suspend from school any student for good cause, as stated in R.S. 17:416. Principal will notify the visiting teacher, or supervisor of child welfare and/or attendance, of all suspensions. In all cases of suspensions, the parent, the superintendent of school, and the visiting teacher, or supervisor of child welfare and/or attendance, will be notified in writing of the facts concerning each suspension, including reasons therefore and terms thereof.

Unadjustable or incorrigible children, who, through no fault of their parents or tutors or other persons having charge of them, regularly disrupt the orderly processes of the school, will be considered as delinquents and may be reported by the visiting teacher, or supervisor of child welfare and attendance, to the juvenile court of the parish, there to be dealt with in the manner prescribed by law. Notwithstanding the provisions of R.S. 17:416 to the contrary, any student who exhibits disruptive behavior, an incorrigible attitude, or any other discipline problems in general, may be recommended by the principal for expulsion, assignment to an appropriate alternative education program, or transfer to adult education if such student is:

- (1) Seventeen years of age or older with less than five units of credit toward graduation.
- (2) Eighteen years of age or older with less than ten units of credit toward graduation.
- (3) Nineteen years of age or older with less than fifteen units of credit toward graduation.

Every teacher will endeavor to hold every student to a strict accountability for any disorderly conduct in school or on the playgrounds of the school, on the street or road while going to or returning from school, or during intermission or recess. Each teacher may take disciplinary action to correct a student who disrupts normal classroom activities, who is disrespectful to a teacher, who willfully disobeys a teacher, who uses abusive or foul language directed at a teacher or another student, who violates school rules, or who interferes with an orderly education process. Disciplinary action may include but is not limited to: Oral or written reprimands; Referral for a counseling session which will include but not be limited to conflict resolution, social responsibility, family responsibility, peer mediation, and stress management; Written notification to parents of disruptive or unacceptable behavior, a copy of which shall be provided to the principal; Other disciplinary measures approved by the principal and faculty of the school and in compliance with school board policy.

When a student's behavior prevents the orderly instruction of other students, or poses an immediate threat to the safety or physical well being of any student or teacher, or when a student exhibits disrespectful behavior toward the teacher such as using foul or abusive language directed at a teacher or threatening a teacher, the teacher may have the student immediately removed from his classroom and placed in the custody of the principal or his designee. Upon being sent to the principal's office, the principal or his designee shall advise the student of the particular misconduct of which he is accused as well as the basis for such accusation, and the student shall be given an opportunity at that time to explain his version of the facts. The principal or his designee then shall conduct a counseling session with the student as may be appropriate to establish a course of action, consistent with school board policy to identify and correct the behavior for which the student is being disciplined. A student in grades seven through twelve removed from a class shall not be permitted to return to the class during the same class period unless agreed to by the teacher initiating the disciplinary action. Additionally, the student shall not be readmitted to the class until the principal has implemented one of the following disciplinary measures: In-school suspension; Detention; Suspension; Initiation of expulsion hearings; Requiring the completion of all assigned school and homework which would have been assigned and completed by the student during the period of suspension; Any other disciplinary measure authorized by the principal with the concurrence of the teacher or the building level committee pursuant to law and board policy.

Upon the third removal from the same classroom, the teacher and the principal shall discuss the disruptive behavior patterns of the student and the potentially appropriate disciplinary measure before the principal implements a disciplinary measure. If appropriate, a referral of the matter may be made to an appropriate building level committee. In addition, a conference between the teacher or other appropriate school employee and the student's parent, tutor, or legal guardian shall be required prior to the student being readmitted. If disruptive behavior persists, the teacher may request that the principal transfer the student into another setting.

Notwithstanding any provision of law to the contrary, whenever a student is formally accused of violating the provisions of R.S. 14:34.3 or school disciplinary rules, or both, by committing a battery on any school employee, the principal shall suspend the student from school immediately and the student shall be removed immediately from the school premises without the benefit of the suspension procedures; however, the necessary notifications and other procedures shall follow as soon as is practicable.

No student suspended shall be considered for readmission to the school to which the school employee, allegedly battered by the student, is assigned until all hearings and appeals associated with the alleged violation have been exhausted.

Except when the school system has no other school of suitable grade level for the student to attend, no student found guilty by a court of competent jurisdiction of violating the provisions of R.S. 14:34.3 or found guilty at a school system suspension hearing of committing a battery on any school employee shall be assigned to attend or shall attend the school to which the school employee battered by the student is assigned.

The school principal may suspend from school or suspend from riding on any school bus any student who is guilty of willful disobedience; treats a teacher, principal, superintendent, member, or employee of the local school board with intentional disrespect; makes against any one of them an unfounded charge; uses unchaste or profane language; is guilty of immoral or vicious practices, or of conduct or habits injurious to his associates; sses tobacco or who possesses alcoholic beverages or any controlled dangerous substance governed by the Uniform Controlled Dangerous Substances Law, in any form, in school buildings, on school grounds, or on school buses owned by, contracted to, or jointly owned by any city or parish school board; disturbs the school and habitually violates any rule; cuts, defaces, or injures any part of public school buildings, any property belonging to the buildings, or any school buses owned by, contracted to, or jointly owned by any city or parish school board; writes any profane or obscene language or draws obscene pictures in or on any school material or on any public school premises, or on any fence, pole, sidewalk, or building on the way to or from school, or on any school bus, including those owned by, contracted to, or jointly owned by any city or parish school board; is found carrying firearms, knives, or other implements which can be used as weapons, the careless use of which might inflict harm or injury; throws missiles liable to injure other persons on the school grounds or while on any school bus, including those owned by, contracted to, or jointly owned by any city or parish school board; instigates or participates in fights while under school supervision; violates traffic and safety regulations; leaves the school premises without permission; leaves his classroom during class hours or detention without permission; is habitually tardy or absent or commits any other serious offense.

Prior to any suspension, the school principal, or his designee, shall advise the student in question of the particular misconduct of which he is accused as well as the basis for such accusation, and the student shall be given an opportunity at that time to explain his version of the facts to the school

principal or his designee. In each case of suspension or expulsion the school principal, or his designee, shall contact by telephone at the telephone number shown on the student's registration card or send a certified letter at the address shown on the student's registration card to the parent, tutor, or legal guardian of the student in question giving notice of the suspension or expulsion, the reasons therefore and establishing a date and time for a conference with the principal or his designee as a requirement for readmitting the student provided that in the case of expulsion, the contact with the parent or guardian shall include a certified letter. If the parent, tutor, or legal guardian fails to attend the required conference within five school days of mailing the certified letter or other contact with the parent, the truancy laws shall become effective. On not more than one occasion each school year when the parent, tutor, or legal guardian refuses to respond, the principal may determine whether readmitting the student is in the best interest of the student. On any subsequent occasions in the same year, the student shall not be readmitted unless the parent, tutor, legal guardian, court, or other appointed representative responds. A student whose presence in or about a school poses a continued danger to any person or property or an ongoing threat of disruption to the academic process shall be immediately removed from the school premises without the benefit of the procedure described hereinabove; however, the necessary procedure shall follow as soon as is practicable.

A student suspended for damages to any property belonging to the school system or to property contracted to the school system shall not be readmitted until payment in full has been made for such damage or until directed by the superintendent of schools. If the property damaged is a school bus owned by, contracted to, or jointly owned by any parish or city school board, a student suspended for such damage shall not be permitted to enter or ride any school bus until payment in full has been made for such damage or until directed by the superintendent of schools.

In order to assure classroom management using positive behavioral supports and effective disciplinary tools, the school will identify data-driven academic, career and technical, discipline/behavioral performance results in the School Improvement Plan (SIP). The school will establish and use a school-based leadership team to meet on a regularly scheduled basis to review data and guide the positive behavior process. This leadership team shall, to the extent possible, include representatives of the school administration, both regular and special education teachers, parents, guidance counselors, and school bus operators (It may also include other groups, e.g., food services workers).

The leadership team will use a decision-making process utilizing a data-management system that allows graphical representation of discipline issues. Said data system will permit regular and efficient monitoring and evaluation of the effectiveness of the implementation of a school-wide system of discipline. School data collection shall include, but not be limited to, average referrals per day per month, referrals by problem behavior, referrals by location, referrals by time, referrals by student, referrals by staff, individual student report by month and by year, and referrals by grade level. Environmental changes may be made as indicated by data. For instance, increased monitoring, schedule changes, or changes in recess structure may help to alleviate congestion or over- crowding at certain times during the day.

The team will uniformly use the two BESE-approved forms, i.e., "School Behavior Report Form" and "School Bus Behavior Report Form," to report incidents of alleged discipline violations. The referral system will be utilized consistently and appropriately.

The leadership team will review and revise any Zero Tolerance Policy to ensure that the policy is in compliance with R. S. 17:416.15; the policy does not violate R. S. 17:416 (H) which prohibits disciplinary action against any pupil reasonably acting in self-defense; and that inappropriate referrals are not made to agencies serving children.

The leadership team will review and revise its policies and procedures for handling suspensions and expulsions at to ensure that suspension/expulsion policies are consistent with R. S. 17.416; suspension/expulsion policies are consistently and fairly executed; and alternative interventions, consistent with best theory and practice, to suspensions/expulsions are used including, but not be limited to, counseling, conflict resolution, social and family responsibility, peer mediation, and stress and/or anger management.

The leadership team will make referrals, as appropriate, to Alternative Education Programs that are designed to offer variations of traditional instructional programs, as well as strategies for the purpose of increasing the likelihood that students who are unmotivated or unsuccessful in traditional programs, or are disruptive in the traditional school environment, remain in and be successful in school.

The leadership team will review the current Code of Student Conduct School to assure that it is in compliance with R.S.17:416.12, R.S. 17:416.13 and Section 4114 of the No Child Left Behind Act of 2001 (NCLB). They will refine consequences to create a reward/incentives program for positive

student and teacher behavior and ensure the delivery of consistent reinforcement. The team will define consequences for rule violations that are clear, reasonable, and consistently enforced and which support maximum time in instruction.

The leadership team will monitor, evaluate and modify the school master plan, as needed, throughout the school year.

Each teacher at the school will develop lesson plans and teach expectations across each school setting by providing direct instruction on expected behaviors at the beginning of the school year and reinforced throughout the year for all students.

The school shall design programs for students with special needs so that the students are challenged and engaged in school curriculum, and are appropriately placed so they remain in school rather than being suspended/expelled or becoming drop-outs.

The principal will submit annual reports to the district's Discipline Policy Review Committee.

# PARENT AND COMMUNITY ENGAGEMENT

22. Please describe how parents will be involved in the charter school, including, in particular, the governance and administration of the charter school. How does the school plan to build family-school partnerships that focus on strengthening support for learning and/or encouraging parental involvement in school operations? Describe any volunteer activities the school will request of parents.

We strongly believe that family involvement is an important component for our student success. A strong continuing family and community involvement in all aspects of school programs and activities provides support for measurable improvement in student achievement. The parent involvement creates a positive bond between the home and the school. Therefore we will create a more responsive and inviting school climate to increase the level of family engagement.

The school commits to building involvement capacity in: communication, parenting across the grades, volunteering, at -home learning, decision making, collaborating with the community, and advocacy.

Upon approval of this charter proposal, members of the Pelican Educational Foundation and the management organization will hold several open houses. In these open houses, the new administrative team will provide power-point presentations regarding our proposed programs and school expectations from its parents and students. Following these presentations, parents will be asked to form various committees (i.e., PTO, LEP, Family-School Action Team, School Improvement Committee, Parent Advisory Committee, fundraising committee, etc.) in conjunction with faculty and staff.

The school will annually hold a public meeting for and with parents, family, and school community members to inform, explain, and discuss yearly school and student progress data and school program plans, including financial program information. Parents, families, and school community members will annually assess the effectiveness of its school program, including the family and community engagement component.

The following *Family School Partnership Program* will be implemented upon approval of this proposal.

# FAMILY SCHOOL PARTNERSHIP PROGRAM

# **Contents**

- 1. Introduction
- 2. Vision
- 3. Principles effective Family-School Partnerships
- 4. Supporting Structures
- 5. Key Dimensions of Family-School Partnerships
- 6. Suggested Strategies for Developing Partnerships between Families and Schools
- 7. Suggested Strategies to foster Family-School Partnerships

# 1. INTRODUCTION

# What are family-school partnerships?

Family-school partnerships are collaborative relationships and activities involving school staff, parents and other family members of students at that school. Effective partnerships are based on mutual trust and respect, and shared responsibility for the education of the children and young people at the school.

# Why are family-school partnerships important?

Families are the first educators of their children, and they continue to influence their children's learning and development during the school years and long afterwards. Schools have an important responsibility in helping to nurture and teach future generations. Because families want the best for their children, they trust schools to provide educational foundations for their future. At the same time, schools need to recognize the primary role of the family in education.

These ideas show how important it is for families and schools to work together in partnership. Research also demonstrates that effective schools have high levels of parental and community involvement, and this involvement is strongly related to improved student learning, attendance and behavior. Family involvement can have a major impact on student learning, regardless of the social or cultural background of the family.

Family involvement in schools is therefore central to high quality education; it is part of the core business of schools.

The aim of the *Family-School Partnerships Program* is to encourage sustainable, effective partnerships between all members of the school community, including teachers, families, and children and young people. These partnerships;

- view each partner as making equally valuable contributions, while respecting different contributions;
- respect student needs and preferences;
- actively help previously uninvolved families to become involved;
- create better programs, opportunities and learning for children and young people; and
- give families appropriate opportunities to contribute to school decision-making and governance.

Developing family-school partnerships may not always be easy. It requires commitment and time. Because of pressures and circumstances, many families will need special arrangements, or extra support, to enable them to become actively involved in their children's school lives, and to help their children get the most from school.

The results of this effort will be significant. Families who understand the education system and the difficulties schools face are a valuable source of support which schools cannot afford to underestimate. Schools that engage families in their children's learning are tapping in to a rich source of information and expertise and can help build communities.

# How is this different from what every school does already?

Schools vary considerably in their commitment to family-school partnerships and the energy and skills they apply to it.

Moving towards partnerships requires a significant change in attitudes by some schools and families to create relationships in which they see one another as allies in education.

# What does the Program contain?

The Program contains:

- a vision for improved partnerships between families and schools;
- a set of principles to support families and schools in developing partnerships;
- seven key dimensions of effective family-school partnerships;
- a set of strategies providing practical guidance to families and schools in implementing

# partnerships;

• strategies that school systems can use to foster family-school partnerships in their schools.

The Program incorporates existing good practice and provides an agreed national approach to helping schools and families work on these issues.

The Program recognizes that many positive developments and innovations are already occurring and that the "one size fits all" approach to partnerships is not feasible today. Partnerships need to be underpinned by broad principles and strategies but specific to school context, including family/community characteristics, school size and levels of schooling.

# Why have a Program?

This Program is a resource for school communities. Its purpose is to encourage and assist schools, school systems, parent groups and families to support family-school partnerships.

# Who is it for?

The Program is intended for school leaders (both staff and parents), schools and school systems, families and other interested people.

# 2. VISION

Families and schools work together as partners in the education of children and young people.

# 3. PRINCIPLES OF EFFECTIVE FAMILY-SCHOOL PARTNERSHIPS

- 1. All families and schools want the best for their children
- 2. All children have the right to reach their full potential
- 3. Families are the first and continuing educators of their children
- 4. Effective schools provide a nurturing and supportive learning environment
- 5. Families and schools value quality teaching and respect teachers' professional expertise
- 6. Families and schools value the diversity of families and use this as a resource for building partnerships and communities
- 7. Family-school partnerships are based on mutual responsibility, respect and trust
- 8. Leadership is critical to building, maintaining and renewing partnerships
- 9. Family-school partnerships improve student motivation and learning

- 10. Family-school partnerships strengthen the connections between schools and their communities, as schools learn about their families and community and strengthen their community
- 11. Partnerships involve all organizations that support families and schools

# 4. SUPPORTING STRUCTURES

In order to create the conditions that enable effective programs of family-school partnerships to be developed and sustained, the following supporting structures need to be in place at both systemic and school levels:

- I. written policies and administrative support for family involvement;
- II. accountability to the community, to report on outcomes and drive improvement in partnership programs;
- III. support networks, to enable school communities to share ideas, issues and best practice; and
- IV. parent/staff action teams for partnerships to plan, organize, implement and evaluate partnerships programs.

# Family-school Action Teams:

Any successful partnership program will involve parents, careers and families at the local level in its preparation, planning, implementation and review. A dedicated family-school Action Team of teachers, administrators and parents to develop and coordinate partnership plans and activities, can provide the basis for improving family-school links.

School communities are encouraged to review their current supporting structures and develop new structures where necessary. This may include establishing a dedicated family-school Action Team of administrators, teachers and parents or using an existing working group – to develop and coordinate the partnership plans and activities. This Action Team would:

- audit existing arrangements and practices and collect information on the views, experiences and wishes of teachers, parents, administrators and students;
- confirm that the school administrators and the parent network endorse the concept of partnership and inform the school community;
- develop plans for implementation, setting goals, timelines and success indicators against the *Family-School Partnerships Program* Key Dimensions;
- arrange training for the Action Team and appoint class coordinators;
- implement selected and agreed activities;
- evaluate the effectiveness of the partnership initiatives;
- continue to improve and coordinate practices for the seven dimensions of family-school partnerships identified in the following section; and
- explore options for new partnerships.

# **5. KEY DIMENSIONS OF FAMILY-SCHOOL PARTNERSHIPS**

The Family-School Partnerships Program identifies seven dimensions as guidelines for planning parent and family participation in all its forms. These seven dimensions are:

- A. understanding of roles;
- B. connecting home and school learning;
- C. communicating;
- D. participating (Volunteering);
- E. decision-making;
- F. collaborating beyond the school; and
- G. building community and identity.

A brief description of each dimension is provided below.

# A. UNDERSTANDING OF ROLES

As primary educators of their children, parents/careers and families have a lasting influence on their children's attitudes and achievements at school. They can encourage their children's learning in and out of school and are also in a position to support school goals, directions and ethos. Parents look to schools to provide secure and caring environments for their children.

Families and schools can reach mutual understanding of each other's roles and priorities in partnerships by:

- exploring the nature of the parent role in the education of their children to develop mutual understanding;
- offering strategies for parent/career support and encouragement of their children's learning at school;
- organizing workshops/discussions/meetings and demonstrations around areas such as literacy and numeracy, home and classroom work, raising resilience and confidence in young people, transitions and careers and so on, depending on local needs and priorities;
- ensuring families understand school goals, curriculum and the social objectives of schooling; and
- ensuring schools understand family, parent and community priorities.

# B. CONNECTING HOME AND SCHOOL LEARNING

This dimension involves:

- families and schools creating positive attitudes to learning in each child;
- ensuring families are informed about and understand their child's learning progress;
- families and schools valuing and using the skills and knowledge children bring from the

home to the school and from the school to the home;

- families and schools recognizing and using literacy and numeracy learning opportunities in the home environment; and
- parents working with teachers in the educational decision-making process for their individual child.

### C. COMMUNICATING

This dimension emphasizes that effective communication:

- is a two-way exchange between families and schools;
- involves not only an exchange of information, but also an opportunity for schools and families to learn about each other;
- needs to take into account cultural and linguistic diversity and not assume that all families prefer, or are able, to communicate in the same way;
- is multi-dimensional it may be:
- formal or informal,
- happen in different places (both in the school and in other sites such as community centers), and
- use different modes (oral, written, face-to-face, phone, email, etc).

Family-school communication needs to be taken seriously – it must be valued, recognized, and rewarded by schools and education systems. It is essential to provide teachers and school leaders with education and training programs to prepare them to communicate effectively with families. It is equally important to empower and encourage families to communicate effectively with schools.

# D. PARTICIPATING (Volunteering)

Families' time, energy and expertise can support learning and school programs in many ways. This may involve family members:

- working with students on learning activities in classrooms,
- participating in other school activities outside the classroom, or
- participating in activities outside the school itself.

Families participate in the school in a wide variety of ways and all contributions are valuable.

# E. DECISION-MAKING

Parents are entitled to be consulted and allowed to participate in decisions concerning their own children. Parents can play meaningful roles in the school decision-making processes. Training and information to make the most of those opportunities can be conducted as part of the partnership programs and processes of the school.

An inclusive approach to school decision-making and parental involvement creates a sense of shared responsibility among parents, community members, teachers and administrators. In turn, shared responsibility:

- ensures that parents' values and interests are heard and respected, and
- makes the school more accountable to its community.

# F. COLLABORATING BEYOND THE SCHOOL

This dimension involves identifying, locating and integrating community resources. The wider community provides services to strengthen and support schools, students and their families. Schools, families and students can assist the community in return. Schools are increasingly relying on collaborative efforts with partners such as:

- · local businesses,
- after-school care providers,
- higher education,
- foundations, and
- other community-based agencies.

# G. BUILDING COMMUNITY AND IDENTITY

This refers to activities that improve the quality of life in a community while honoring the culture, traditions, values and relationships in that community. By including activities that shape students' sense of identity and culture, schools can build a sense of community in each student. Thus schools have a role to play in promoting both personal growth and cultural renewal.

# 6. SUGGESTED STRATEGIES FOR DEVELOPING PARTNERSHIPS BETWEEN FAMILIES AND SCHOOLS

Outlined below are suggested strategies or approaches under each key dimension to develop family-school partnerships. These strategies provide practical pointers for schools not only about how to initiate partnerships, but also about how to make it possible for families to initiate partnerships and to have their perspectives — on family-school relations, parents' responsibility in education and the needs of diverse families — represented in these partnerships. They are designed to support school communities in developing family-school partnerships, to assist them to reflect on their existing practices and plan for improvement.

The different strategies are designed to build on each other; none of them is a 'cure-all' by itself. They are not intended to be exhaustive but are examples of good practice to help school communities' move towards partnerships. Strategies can be added or modified for each key dimension. They will also overlap across key dimensions. Skills-building for families, school leaders and teachers is a crucial strategy for each key dimension.

| Principle     | Key dimensions            | Suggested strategies   |
|---------------|---------------------------|--|
| 3, 4, 5, 7, 8 | A. Understanding of roles | Consider establishing a dedicated Family-School Partnership Action Team of parents, teachers and school leaders - Assess whether school arrangements meet good practice for partnership between families and the school - Survey parents, families and community members to determine their needs and priorities - Develop and distribute a written policy, in consultation with the school community, on family-school partnerships - Conduct forums which discuss:         • parents' role as the first educators of their children;         • the research which links parental support and involvement at school with improved learning outcomes for children and improved school culture - Identify parents/groups of parents to present the forums to their parent peers - Organize discussions/meetings/workshops around areas of school goals (e.g., resilience, literacy and numeracy) which allow parents to share their experience and understandings of parenting, school goals and school culture |

| 1, 2, 3, 5, 6, 7, 9 | B. Connecting home and school learning | An Action Team/Working Group can plan and implement initiatives that explore links between home and school learning through newsletters, discussions, class meetings, etc. such as:  - the ways in which parents and families can encourage, motivate and reinforce children's learning at school;  - the links between home learning activities and learning in the classroom;  - the literacy/numeracy learning opportunities in the home;  - the ways in which classroom practice recognizes the family environments of the students and uses texts and activities from home and the wider community;  - the school's homework policy, with homework designed to assist parental support and tips for parents on how they can monitor and discuss schoolwork at home;  - the involvement of families in setting student goals each year and in career planning;  - information for families on the skills required for students in all subjects at each Year level;  - additional opportunities for discussions about student progress between home and school   |
|---------------------|--|---|
| 4, 5, 6, 7, 8 10    | C. Communicating                       | An Action Team/Working Group can plan for effective two-way communication between school and home – for example:  - conduct a survey to assess communication needs; - review the newsletter for relevance and ease of language and promote feedback; - consider the placement of 'welcome' signs around the school; - review current school practice on inviting parent and family participation and consider how this can be improved; - consider working with parents and families to develop a parent handbook of information on school rules, policies, mission and goals, curriculum standards and assessment procedures, hold a launch event, put it on the website; - find out parent/family time availability for participation in events, workshops, etc examine good 'front desk' reception practice, including bilingual office staff where appropriate; - set in place alternative methods of parent-teacher interviews when personal circumstances prevent parents from attending a face-to-face meeting; - consider the appointment of a school contact person/s to assist and support parents in their interactions with the |

|                     |                  | school (i.e. home/school liaisons); - education and training programs for teachers/administrators that prepare them to communicate with parents effectively and extend their reporting skills; - programs to welcome new families; - folders of student work sent home regularly for review and comment  |
|---------------------|------------------|--|
| 1, 3, 4, 6, 7, 8, 9 | D. Participating | An Action Team/Working Group can plan the support of volunteers and greater participation of parents – for example:  - assess volunteer needs of schools and list the many ways parents and families can participate and interact with school and the school community;  - develop a policy for recruitment, training, goal setting and recognition for volunteers;  - ask family members how they would like to participate at their child's school and respond in a timely manner to those indications, i.e. establish a skills bank;  - invite family and community members to become involved as guest teachers, guest speakers about their jobs/career opportunities, excursion chaperones, tutors/mentors, sport coaches, and so on;  - implement flexible schedules for volunteers, assemblies and events, so that all are able to participate;  - invite parents to volunteer to have students 'work shadow' them;  - arrange working parties or committees for parent leadership and participation (e.g., on safety or student behavior); |

|                     |                                   | - make sure parental involvement in children's learning is a recognized topic of staff meetings, professional development and in the induction of new staff.  |
|---------------------|-----------------------------------|---|
| 1, 3, 4, 5,<br>7, 8 | E. Decision-making                | An Action Team/Working Group can foster family involvement in decision-making – for example:  - arrange for the school community to be consulted on new school policies e.g., assessment, reporting and curriculum changes;  - encourage participation in the Parents and Friends organization and school council and provide appropriate induction and training;  - seek out and include parent leaders from all racial, ethnic, socioeconomic and other groups at the school;  - include students (along with parents) in decision-making groups;  - provide for parent input to formal school reviews;  - offer training and support to parent leaders;  - establish networks to link all families with parent representatives |
| 2, 6, 10,<br>11     | F Collaborating beyond the school | An Action Team/Working Group can plan for interaction with the wider community – for example: - gather and provide information and access for students  |
|                     |                                   | and families on community health, cultural, recreational, social support and other programs/services; - gather and provide information on community activities that link to learning skills and talents, including summer programs for students; - establish partnerships with other service agencies e.g., student health nurse; - inform families of community programs for students e.g., tutoring, mentoring and business partnerships;   |

|              |                           | <ul> <li>invite past students to participate in school programs for students;</li> <li>establish partnerships with local businesses to provide work experience and structured work placements for students;</li> <li>develop an outreach community service program by schools and families e.g., recycling, musical performances and voluntary work with seniors</li> </ul> |
|--------------|---------------------------|---|
| 2, 4, 6, 10, | G. Building community and | An Action Team/Working Group can plan to build community through the school – for example:  |
|              | identity                  | - consider and implement ways in which the school can   |
|              |                           | become a community resource e.g., for adult learning and community meetings;  |
|              |                           | - provide a place for potential parents and students of the   |
|              |                           | school to meet and participate in programs e.g., for early literacy learning, health care, etc.;  |
|              |                           | - assist the resettlement of new migrants, through the work   |
|              |                           | of English as a Second Language teachers and families; - invite people in the community to attend school  |
|              |                           | functions;  |
|              |                           | - invite local civic and service groups to become involved  |
|              |                           | in the school in a variety of ways such as mentoring students and speaking to classes   |

# 7. SUGGESTED STRATEGIES TO FOSTER FAMILY-SCHOOL PARTNERSHIPS

As a first step in developing excellent partnership programs, school administrators and parents are encouraged to identify a Partnerships Leadership Team to oversee and coordinate their work with families. Following are examples of practices that system leadership teams can use to encourage strong partnerships programs in schools:

- review or develop a policy on family-school partnerships;
- write an annual Action Plan for partnerships;
- provide resource materials to assist schools with partnership programs;
- establish a clearinghouse of information on best practices and research findings;
- conduct workshops and meetings to encourage the exchange of good practices and solutions to challenges in implementing partnership programs;
- work with universities to prepare new teachers to conduct effective partnerships;
- celebrate and recognize excellent partnerships in schools (e.g., through awards);
- identify a budget for partnership activities in schools;
- provide cross-school training for school Principals, teachers and parents to increase their partnership skills;
- publicize family-school partnership activities in the mass media;
- work with business and industry to establish flexible leave policies so parents can attend activities at their children's schools; and
- support and consult regularly with parent groups at the system level.

# 23. Provide details and/or policies of the charter school for handling complaints from parents.

The Pelican Foundation will have the final authority to hear or decide employee grievances, citizen complaints, or parental concerns. The Board will establish fair and efficient procedures to facilitate the resolution of disputes, and to preserve the integrity of the proposed charter school. The Board members will adopt policies to notify parents of its students about their rights and due process during the admission and registration. Parents and students will be given a students' handbook outlining students' and parents right. The following guidelines will be established and followed;

If a dispute/disagreement arises between individuals or with the policies of the proposed school, a person should follow the hierarchy listed below. Nevertheless the complainant will be given to option to follow the chain of command or speak before the Pelican Board.

- Step 1) Attempt to resolve the problem with the person with whom he or she has a conflict. If the dispute remains after a good faith effort has been made to resolve the problem then;
- Step 2) Bring the matter to the attention of the principal. If after a good faith effort to resolve the problem does not yield satisfactory results then;
- Step 3) Bring the matter before the Superintendent in writing. If after a good faith effort to resolve the problem does not yield satisfactory results within ten school days then;
- Step 4) Ask for a hearing before the Board. If after a good faith effort to resolve the problem does not yield satisfactory results within twenty school days then; the sponsoring entity will request mediation from a third party.

All complaints may be appealed to the Board of Directors for a hearing. All complaints to be considered must be submitted in writing within ten school days of occurrences and responded to by the charter school within ten school days.

# 24. Discuss how often parents will be involved in student academic evaluation and planning. For example, how often will parent/teacher conferences occur?

As part of Family School Partnership Program, the proposed school will implement activities and procedures for the involvement of parents. These programs, activities, and procedures will be planned in consultation with parents. Purpose of these programs and activities will help parents to involve in students' academic evaluation and planning. In addition, the school will inform parents of the right to access their children's official records. Activities that will involve parents in students' academic evaluation and planning include;

- 1. Annual orientation for transitioning 5th grade students to middle school and 8th grade students to high school.
  - 2. A parent-teacher conference that will take place every six (6) weeks following a grading period.
  - 3. Progress reports sent to parents halfway through every grading period.
  - 4. Letters sent to parents before scheduled conferences if the student is failing.
  - 5. Phone conferences or individual conferences at any time with teachers.
  - 6. Student planner given to each student to record daily assignments.
  - 7. School marquee gives announcements of report cards and conferences.
  - 8. School web site provides information of school events.
  - 9. School newsletter gives strategies to assist with school success.
  - 10. Automated dialing system to notify parents of students' absences and tests.

Moreover, individual teachers will make class syllabus available to all parents during parents-teacher conference identifying course of study, grading system and assessment tools. The school will provide opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports in an understandable and uniform format and including alternative formats upon request, and, to the extent practicable, in a language parents understand.

# 25. Provide information regarding the manner in which community based organizations, businesses and/or postsecondary institutions will be involved with the school.

We recognize that parent involvement is essential as we partner to educate our students and to prepare them for life-long learning. The schools, families, and community must all be actively involved in developing strong programs and policies that support the academic success of every student in our school.

In addition to parents, local business owners/officers, faculty and staff from local universities and community colleges will be invited to the school to discuss our proposed mission and educational programs. Community members will be asked to support our proposed program and advertise it to larger community. The Pelican Foundation will invite many community leaders, government officials, and law makers to the school to share their experiences with school officials, students, and their parents.

The Pelican Foundation has been in communication with the following organizations in New Orleans area.

**<u>Delgado Community College</u>**: The community college agreed to have a partnership with Pelican Foundation upon approval of the charter.

**LA Minority Business Counsel:** The president, Phala Mire, agreed to work with the Pelican Foundation on several topics.

Ph: (504) 523 7110, pkmire@lambc.org

<u>Audubon Zoo:</u> The Pelican Foundation has contacted to Brenda Walkenhorst, Director Education and Volunteers at the Zoo. She noted that she will be very pleased to work with a science and math oriented school.

6500 Magazine Street New Orleans, LA 70118

Ph: (504) 212-5472, bwalken@auduboninstitute.org

**NO Police and Fire Departments** are in contact with the Pelican Foundation and they are willing to provide seminars and workshops.

# Council on Alcohol and Drug Abuse (CADA)

3520 Gen. DeGaulle Drive, Suite 5010 New Orleans, LA 70114, PH: (504) 362-4272

# Family Service of Greater New Orleans;

2515 Canal Street, Suite 201 New Orleans, LA 70119, PH: 504.822.0800

# Children's Bureau of New Orleans:

210 Baronne St # 722, New Orleans, 70112, PH: (504) 525-2366

# **Big Brothers / Big Sisters:**

grgallie@loyno.edu In Loyola University, PH: (504) 204-8287

There are many other community and non profit organizations in New Orleans area that are willing to enter into partnership upon approval of the proposed school.

Please sea attached support letters from universities that shows the level of partnership we will have with them. Attachment 25.

GUIDANCE: SCHOOL CULTURE refers to what a school embodies; the values, environment, safety practices, and organizational structures and philosophies implemented in a school. SCHOOL CLIMATE refers to what the school embraces, the relationships, interactions, responses, proactive and reactive triggers of the school. Effective and successful schools are deliberate about establishing culture and climate to further the goals and achievements for the school.

SCHOOL CALENDAR: Charter schools must provide at least as much instruction time during a school year as required of other public schools. Accordingly, the minimum school day for grades one through twelve must consist of 360 minutes of instructional time, exclusive of all recesses. The minimum school year must consist of no less than 177 days of instruction. The total number of instructional minutes per day and instructional days per year may be modified, as long as the total number of instructional minutes per year is 63,720.

DISCIPLINE POLICY: Your discipline policy must specify the following: (i) the substantive acts for which a child may be disciplined; (ii) the consequences (or range of consequences) resulting from committing each such act (including suspension or expulsion); (iii) the due process procedures that the school will follow in applying its discipline policy, and (iv) the individuals responsible for carrying out the discipline policy. In addition, you should indicate how the school staff will be educated about, and trained to implement, the policy. It is the experience of many charter schools that the creation and effective implementation of the school discipline policy is highly important to the success of the school. While you may adopt a model, be sure to build your discipline policy to reflect the needs of your proposed school. The freedom to shape the school's discipline policy to match the educational vision of the school's leadership team (so long as such policy provides for fundamental due process) is one of the important advantages given to charter schools. Rather than providing a discipline policy that contains only negative consequences for violations of the policy, some schools have integrated into their discipline policy a system of rewards for good conduct.

# Attachment 3b1

"Project Return" Roberts

August 21, 2006

Dr. Tevfik Kosar Board President, Pelican Foundation 1324 Rue Desiree Baton Rouge, LA 70810

Dear Dr. Kosar,

I enjoyed meeting with the representatives of Pelican Foundation listening to your ideas about the proposed Pelican Charter Schools. I believe the partnership we discussed between Pelican Foundation and that extends the work I am doing in the Algiers Charter Schools through Save the Children will be equally beneficial to your students.

I have been working with Save the Children and International Rescue Committee since November, 2005 conducting workshops for victims of Hurricane Katrina in and around New Orleans and Baton Rouge, Louisiana. One of my latest grief workshops with students from Algiers Charter Association was conducted in May 2006. This project is called "Saving Children in Crisis" and is funded by Save the Children. Details of this project are attached to this letter.

Upon approval of Pelican Charter Schools, I am willing to do same kind of project for your students as well. I understand Pelican Foundation is willing to allocate funds for these types of services and I will be glad to make inquiries with Save the Children for additional or matching funding.

I understand your concerns about students traumatized by the hurricane, especially those whose family situations remain traumatic. Therefore, I look forward to serving your students and faculty in this respect. I have attached my CV and other documents referring to my experiences and will be glad to sit down with you soon to discuss details and schedules.

Respectfully,

# Robert E. Roberts

Robert E. Roberts DDS,PhD,MSW Exec. Director, Project Return 51 Yosemite Dr. New Orleans LA 70131-8619 (504) 452-5585

The Reason why Dr. Roberts was selected:

Pelican Foundation is pleased to have partnership with Dr Robert E. Roberts, Executive Director, Project Return. He has been working with kids for long years and he has a very good reputation doing so. Pelican Foundation will partner and work with Dr. Roberts about the students traumatized by the hurricane, especially those whose family situations remain traumatic. Therefore, we look forward to have him serve our students and faculty in this respect. The reason why we choose Dr. Roberts is clearly understandable from his work history.

As "**Project Return**", Dr. Roberts has been working since 1993 to break the cycles of crime sensibly and without further harm using a revolutionary program. He uses storytelling, myth, ritual, and poetry to help ex-offenders re-enter life outside of prison. Utilizing Community Building as the central and critical activity, Project Return has demonstrated dramatically lowered rates of recidivism to prison for offenders with the highest risk factors for return relapse into drugs, crime and violence, and for many years was the only privately operated prisoner reentry program to be funded by the US Department of Justice. The program has been the subject of a documentary film, Road to Return, and has garnered widespread media attention, including front page articles in the NY Times and Los Angeles Times and a National Public Radio feature.

Recently, he has initiated a new program called "Saving Children in Crisis: Strengthening Teens through Community Building and Drama". The goal of this program is to create a replicable process for the recovery and transformation of distressed teenagers in disaster-affected areas, such as New Orleans in the aftermath of Hurricane Katrina, through building the bonds of community, remembering and strengthening their own gifts and resources for resilience, and expressing their gifts through drama.

The **expected outcomes** for youth participating in this innovative program were:

- 1. A sense of self-esteem and empowerment.
- 2. A sense of strengthened community and relationships.
- 3. Improved health.
- 4. Improved academic achievement.
- 5. Lowered truancy and drop-out rates.
- 6. Decreased school violence.
- 7. Attainment and enhancement of skills in creative arts.
- 8. A sense of a hopeful future.

The project utilized a replicable and accessible curriculum with a proven track record for displaced and non-displaced at-risk youth in schools and living communities outlining a process in **three phases:** 

- 1. **Community Building Workshop** to build bonds of trust, respect and compassion for the recognition, expression, and release of grief in order to affect closure to traumatic events and move on to remembering one's unique "gift" and purpose for bringing that gift to the world and community.
- 2. Dramatic Expression of Gift & Purpose to provide a creative outlet and voice to relevant social issues in the lives of youth and build new skills and knowledge in the dramatic and literary arts. Creation of dramatic piece(s) will build on narratives and themes central to the experiences of youth shared in the community building process. When possible, to perform the dramatic piece(s) in local community venues providing opportunities for youth in the program to engage in dialogue with other at-risk youth and their caregivers.
- 3. **Dissemination and Replication of Process** to offer training in the facilitation of the Community Building process and a how-to manual on the elements of community building, to make the process accessible and sustainable to any community where it is needed.

The further details of the program can be found in the attached document titled "Saving Children in Crisis: Strengthening Teens through Community Building and Drama".

Upon approval of Pelican Charter Schools, he is willing to apply the same or similar program for your students as well. He has been told to apply for funding from **Save the Children** for this type of programs anytime he has the opportunity. Therefore, he may even be able to offer these services to Pelican Foundation free of charge with a grant of Save the Children.

He understood our concerns that there will be students traumatized about Hurricane and even more their family situations. Therefore, he would love to serve to your students on this respect.

He will be helpful to Pelican Foundation students and staff on community building as well. His PhD is in Curriculum and Instruction has an emphasis on Social Foundation, Cooperative Learning & Group Process. My dissertation was on Community Building, Group Process Intervention Techniques. Therefore, as we discussed, he can closely work with Pelican Foundation members to form a well established community.

We believe this partnership will be very beneficial to both sides, and especially to the New Orleans students.

His Resume, and Saving Children in Crisis is attached.

# ROBERT E. ROBERTS

51 Yosemite Drive New Orleans, Louisiana 70131 (504) 452-5585

# **Curriculum Vitae**

# **Education**

1987 - 1991 PhD in Curriculum and Instruction
Louisiana State University, Baton Rouge LA
Emphasis: Social Foundations, Cooperative Learning, & Group Processes

Dissertation: "The Effects of Community-Building Group-Process Intervention Technique On Reading Performance Among Inmates In A Medium Security Prison" [see: *Journal of Offender Rehabilitation*, Vol. 20 (3/4), 1994]

1985 - 1987 Master of Social Work, Louisiana State University, Baton Rouge LA Emphasis: Administration, Group Process, and Addictions

Thesis: "The Psychology of Temporomandibular Joint Pain/ Dysfunction Syndrome (TMJ) and Facial Pain"

- 1964 1968 Doctor of Dental Surgery, Loyola University, New Orleans LA
- 1961 1964 Undergraduate Pre-dental Curriculum, Louisiana Polytechnic University, Ruston LA

# **Professional Experience**

- 2001 2004 President Project Return of Louisiana, Inc. and Author of MY SOUL SAID TO ME, An Unlikely Journey Behind the Walls of Jutice, HCI Books, Inc., 2003
- 1997 2001 Executive Director of Center for the Prevention of Crime & Violence, & Clinical Assistant Professor, Community Health Sciences, Tulane University Medical Center, School of Public Health & Tropical Medicine

# Robert E. Roberts, Curriculum Vita, page 2

| 1995 – 1997 | Director of Tulane University Project Return, & Clinical Assistant<br>Professor, Applied Health Sciences, Tulane University Medical Center<br>School of Public Health & Tropical Medicine  |
|-------------|--|
| 1993 - 1995 | Director of the Offender Reintegration Project, Inc., & Clinical Assistant Professor, Applied Health Sciences, Tulane University School of Public Health & Tropical Medicine   |
| 1991 - 1992 | Completed implementation and transfer of Adult Education and<br>Literacy Program into State Corrections administration   |
| 1989 - 1991 | Author/Director/Principal Investigator of \$830,000 research grant in Curriculum Design, Development, and Evaluation of Cooperative-Learning Techniques  |
| 1987 - 1989 | Independent study for Ph.D. Curriculum in Departments of<br>Psychiatry and Family Medicine, Louisiana State University<br>School of Medicine, Shreveport LA  |
| 1987 - 1989 | Training and collaboration with M. Scott Peck, M.D. in Community Building, a technology that assists groups in goal orientation and achievement, and consensus decision-making through the experience of "community"   |
| 1971 - 1989 | Provider, researcher, lecturer in drug-free treatment of<br>Temporomandibular<br>Joint Pain/Dysfunction Syndrome (TMJ) and Facial Pain in Shreveport/<br>Bossier City LA with staff appointments at Bossier Medical Center<br>and Riverside Community Hospital |
| 1968 - 1971 | Dental Surgeon, U.S.Army Dental Corps, Bamburg, Germany  |

# **Professional Licenses & Certification**

| 1989 | Licensed Clinical Social Worker                  |
|------|--|
| 1968 | National Board Certification in Dentistry        |
| 1968 | Louisiana State Board of Dentistry Certification |

# Robert E. Roberts, Curriculum Vita, page 3

# Other Professional Training & Experience

| 1985 - 1990 | Research and lectures on "The Psychology Temporomandibular Joint - Pain/  |
|-------------|---|
|             | Dysfunction Syndrome (TMJ) and Facial Pain" in professional schools and conferences in the United States and Europe           |
| 1985 - 1987 | MSW Internships in Addictions Treatment and Adolescent Group<br>Psychotherapy at Brentwood Human and Charter Forest Hospitals |
| 1979 - 1981 | Developer of Riverside Community Hospital (102 bed acute-care facility)   |
|             | Bossier City LA   |

# **Professional Presentations & Publications**

| July 2006     | "In the Presence of Ancestors" - Workshop with Malidoma Somé – Asheville, NC  |
|---------------|---|
| May 2006 –    | Conducted grief workshops with student and faculty victims if Hurricane Katrina for Algiers Charter School Association  |
| Apr 2006      | Community building workshop with inmates at Chaney Correctional<br>Center, Milwaukee, WI followed by consultations with Milwaukee<br>Mayor's Office and Milwaukee Police Department |
| Jan 2006      | Community building workshop and consultations with Neighborhood House associations of Milwaukee   |
| Nov 2006      | Bio-Cranial Institute – Practical Training/Certification – Ft. Lauderdale, FL   |
| Nov 2005 thru | Dec 2005 - Lecture series to Neighborhood House associations of Milwaukee on "The Efficacy of Community Building in Re-entry Curricula"   |
| Oct 2005      | Community building workshop with "Prison to Community Bridge" faculty – Hamilton, Ontario, Canada   |

| Aug 2005 thre | u May 2006 - Conducted workshops for and Consulted with International Rescue Committee and Save the Children projects for victime of Hurricane Katrina in and around New Orleans and Baton Rouge, Louisiana |
|---------------|---|
| Aug 2005      | "A Discussion of Violence – Modern vs. Indigenous Perspectives" – International Prison Chaplains Association – Cornwall, Ontario, Canada  |
| Robert E. Ro  | oberts, Curriculum Vita, page 4   |
| Aug 2005      | Community Building Workshop – "The East Coast Village" gathering – Cherry Plain, NY   |
| June 2005     | "Stories of the Soul" - Workshop with Malidoma Somé – The Crossings at Austin TX  |
| May 2005      | Screening of "Road to Return" & Lecture – WNET PBS NY & 4 <sup>th</sup> Universalist Society of NY  |
| Apr 2005      | "The Insistence of the Soul" – Workshop with Malidoma Somé – Asheville NC   |
| Mar 2005      | "An Evening of Storytelling" - Woodstock Opera House – Woodstock IL   |
| Mar 2005      | Violence – A Public Health Issue - Lecture at Harvard University School of Law  |
| Mar 2005      | Creative Writing Workshop & Lecture – State University of New York - Albany   |
| Nov 2004      | <u>Creative Writing Workshop &amp; Lecture</u> - <u>State University of New York - Albany</u>   |
| Nov 2004      | Class presentation on an Indigenous Perspective on Violence – Harvard University, Kennedy School of Government  |
| Jul 2004      | Interview with National Public Radio's Mainstream Media host Mark<br>Sommer on Juvenile Justice in America  |
| Jul 2004      | Presenter to Conference of Professionals in Pretrial Services on Juvenile Justice, New Orleans, LA  |
| Jul 2004      | Presenter to meeting of Association of Substance Abuse Providers & Professionals (ASAPP), New Orleans, LA   |

| Jun 2004 | Panel Discussion at Harvard University screening of "Juvies," a documentary film on Juvenile Justice Issues in America, Boston MA |
|----------|---|
| Jun 2004 | Presenter at Center for Justice Conference on Prisoner Reentry Programs, Blairhaven Center, Duxbury, MA                           |
| Apr 2004 | Presenter at GEL Business Conference, New York, NY  |
| Apr 2004 | Interview Wisconsin Public Radio with Jean Feraca University of Wisconsin, Madison WI   |

# Robert E. Roberts, Curriculum Vita, page 5

| Mar 2004  | Community Building Workshop leader for Kairos Conference, Gulf Shores, AL   |
|-----------|---|
| Jan 2004  | Interview Washington Public Radio with Donna Siebold, Seattle WA  |
| Dec 2004  | Consultant to Gov. Kathleen Blanco transition team, Baton Rouge, LA   |
| Nov 2003  | Consultant at United Nations to Youth Justice Planning Committee, New York, NY  |
| Nov 2003  | Presenter - Christian Children's Fund Tri-Annual Conference on Children of Poverty, Washington, DC  |
| Jun 2003  | Presenter – Book Expo America, Los Angeles  |
| May 2003  | Consultant to Christian Children's Fund on " <i>TheGift</i> ," a story for children of poverty world-wide   |
| Mar 2003  | Publication of MY SOUL SAID TO ME – An Unlikely Journey Behind the Walls of Justice, Health Communications, Inc. – A memoir.  |
| Sep 2002  | Annual Minnesota Men's Conference presenter, Sturgeon Lake,<br>Minnesota  |
| Aug 2002  | Continuation of study and training in indigenous rites of passage and culture, Malidoma Somé, Ph.D. instructor, Ouagadougou, Dano and Bobo Djiulasso, Burkina Faso, West Africa |
| July 2002 | Presenter to Annual Conference of National Assn. Of Counties on prevention of recidivism through reentry support  |

| Mar 2002  | Workshop presentation Annual Conference of American Group<br>Psychotherapy Assn., New Orleans, Louisiana  |
|---|---|
| Jan 2002  | Continuation of training in indigenous rites of passage and culture,<br>Malidoma Somé, Ph.D. instructor, Ouagadougou, Burkina Faso, West<br>Africa                        |
| Dec 2001  | Community Building Workshop leader, Lafayette Parish Sheriff's Office, Lafayette, Louisiana   |
| Sep 2001  | Annual Minnesota Men's Conference presenter, Sturgeon Lake,<br>Minnesota  |
| Aug 2001  | Lecture to New Orleans Kiwanis Club on Prisoner reentry and prevention of recidivism  |
| Robert E. Roberts, Curriculum Vita, page 6  |   |
| July 2001   | Presenter Annual FCE Community Continuity Conference, Guelph, Ontario, Canada   |
| May 2001  | Presenter to Indianapolis Interfaith Prison Conference on Prisoner Reentry Issues, Indianapolis, Indiana  |
| Mar 2001  | Presentation on Grief Work and Community Building, Psychiatry Grand<br>Rounds, Tulane University Medical Center   |
| Jan 2001  | Study and training in indigenous ritual and rites of passage of youth into responsible adulthood, Malidoma Somé, Ph.D. Instructor, Ouagadougou, Burkina Faso, West Africa |
| Nov 2000  | Presenter American Public Health Assn. Annual Meeting & Exposition, Boston, Mass.   |
| Sep 2000  | Annual Minnesota Men's Conference presenter, Sturgeon Lake,<br>Minnesota  |
| July 2000   | Lecturer at Community Continuity Conference by Foundation for Community Encouragement – Guelph, Ontario, Canada.  |
| May 2000 Lecturer - Police Executive Research Forum National Conference, Washington, DC |   |
| Apr 2000  | Address Louisiana Judicial College Conference on Antecedents,<br>Consequences, and Prevention of Violence, Lafayette, Louisiana   |

| Apr 2000   | Address Oregon Legislature on Prison Aftercare, Salem, Oregon  |  |
|--|--|--|
| Apr 2000   | Presentation of Documentary Film on Project Return at Juvenile Justice Conference, New York, New York followed by screening of documentary at Soros Foundation, New York                               |  |
| Mar 2000   | Televised presentation on Juvenile Reetry programs, KTCA TV, St. Paul, Minnesota followed by presentation of documentary film on Project Return to Juvenile Justice Conference, Minneapolis, Minnesota |  |
| Feb 2000   | Presentation to Oregon Department of Corrections and "Transition<br>Project" on Prison Aftercare, Salem, Oregon  |  |
| Jan 2000 Presentation on Prison Aftercare to Louisiana Legislative Black Caucus, Baton Rouge, Louisiana Robert E. Roberts, Curriculum Vita, page 7 |  |  |
| Dec 1999   | Presenter, "From Prison to Community – The Interreligious Challenge," World Parliament of Religions, Capetown, South Africa  |  |
| Nov 1999   | Presentation on Antecedents, Consequences, and Prevention of Violence<br>San Diego State University, San Diego, California   |  |
| Nov 1999   | Presentation on Prison Aftercare to California Department of Corrections, Sacramento, California   |  |
| Nov 1999   | Presentation on Violence, Student Body, Southeastern University, Hammond, Louisiana  |  |
| Oct 1999   | Presentation Prison Aftercare to Minnesota Department of Corrections,<br>Minneapolis, Minnesota  |  |
| Oct 1999   | Presenter, Buddhist Peace Fellowship Prison Project, Upaya, Santa Fe,<br>New Mexico  |  |
| Aug 1999   | Mosiac Foundation Mendocino Conference, Presenter, Mendocino, California   |  |
| Aug 1999   | Louisiana Municipal Black Caucus Conference, Baton Rouge, Louisiana  |  |
| July 1999  | Plenary speaker Southern States Correctional Association 30th<br>Anniversary Conference, Greenville, South Carolina  |  |

| Jun 1999 | Presentation on Alternatives to Incarceration and Prison Aftercare to visiting group from University of Brandenburg, Berlin, Germany |
|----------|--|
| Apr 1999 | Presenter on Project Return and Panel Moderator on Prison Aftercare,<br>Annual Conference Bureau of Justice Assistance               |
| Mar 1999 | Panel discussion on Correctional Policy in the United States at Centenary College, Shreveport Louisiana                              |
| Mar 1999 | Lecture to Louisiana Archdiocese and Bishop Tracy Foundation on Prison Aftercare   |
| Mar 1999 | Keynote presenter at U. of Chicago, Theological Institute Conference on "From Prison to Community – Sharing the Vision"              |

| Mar 1999 | Presentation to annual meeting of Board of Directors of Foundation for Community Encouragement (FCE) on Project Return   |
|----------|--|
| Feb 1999 | Keynote speaker for Annual Teach for America Conference, New Orleans, Louisiana  |
| Jan 1999 | Recipient of American Judicature Society (AJS) 1999 Special Merit<br>Citation in "Recognition of Contributions to the Effective Administration<br>of Justice"  |
| Jan 1999 | Presentation to Kiwanis Club International of New Orleans on<br>Antecedents, Consequences and Prevention of Violence   |
| Jan 1999 | Presentation on Project Return followed by Screening of "Road to Return" documentary film at University of Nevada Las Vegas. Recipient of Honorary Citation from Citizens United for the Rehabilitation of Errants of Nevada (Nevada C.U.R.E.) |
| Dec 1998 | Presentation on Project Return to Judiciary Committees of Louisiana State Senate   |
| Nov 1998 | Presentation on Project Return to New Orleans Broadcasters Association,<br>Don Cooper, Host  |
| Nov 1998 | Presentation on Project Return and screening of Documentary film "Road to Return" to Department of Corrections officials in the States of Vermont  |

|           | and New Hampshire followed by panel discussion on replication of Project Return within their correctional systems   |
|-----------|---|
| Nov 1998  | Presentation on Alternatives to Incarceration and Prison Aftercare to visiting group from Citizens Participation for Crime Prevention, Mexico City, Mexico, headed by Messrs. Ricardo Hernandez, Program Director of Entrepreneurial Linkages and International Affairs and Carlos Salazar Asst. in International Affairs |
| Sept 1998 | Presentation on Juvenile Corrections Aftercare to Minnesota Department of Corrections, Red Wing, Minnesota, Mr. Timothy Young moderating.   |
| Aug 1998  | Presentation on Prison Aftercare to visiting members of Canadian Ministry of Attorney including Deputy Attorney General Maureen A. Maloney  |
| Jul 1998  | Plenary speaker at Foundation for Community Encouragement's (FCE) annual Community Continuity Conference, Seattle, WA   |

| Jun 1998 | New Orleans Premiere of "Road to Return"  |
|----------|---|
| Jun 1998 | Los Angeles Premiere of "Road to Return," a one-hour documentary film on Project Return by Chance Films, Inc., Santa Monica, CA. Premiere screened at Simon Weisenthal Center, Los Angeles and followed by panel discussion |
| Apr 1998 | Radio talk show interview WSMB on Crime Watch sponsored by Citizens and Victims Against Crime   |
| Apr 1998 | Presentation on Prevention of Crime and Violence at New Orleans Rotary<br>Club Meeting  |
| Apr 1998 | Presentation on Treatment of Post-Traumatic Stress Disorder From Prison Violence and Rape, Annual Conference for National Organization of Forensic Social Work and National Council of Juvenile and Family Court Judges     |
| Apr 1998 | Plenary speaker on Antecedents, Consequences, and Prevention of<br>Violence, Annual Conference for National Organization of Forensic<br>Social Work and National Council of Juvenile and Family Court Judges                |
| Mar 1998 | Keynote presenter at U. of Chicago, Theological Institute Conference on "From Prison to Community – The Interreligious Challenge"   |

| Jan 1998  | Yearly Award from New Orleans' Metropolitan Crime Commission for<br>"Extraordinary Contributions in Crime Fighting"                               |
|-----------|---|
| Dec 1997  | Appreciation award from New Orleans City Council and R.E.A.L. for "Outstanding Community Contributions"   |
| Nov 1997  | Presentation on Prevention of Violence at Preventive Medicine Seminar,<br>Tulane University, School of Medicine                                   |
| Nov 1997  | Conduct three-day Workshop on "Community Building in Prison<br>Aftercare" at University of Arizona, School of Public Health                       |
| Oct 1997  | Conduct three-day Workshop on "Community Building in Prison<br>Aftercare" at University of Tennessee-Chattanooga                                  |
| Sept 1997 | Presenter, Thirteenth Annual Minnesota Men's Conference, Moose Lake, MN, with Robert Bly, Dr. Robert L. Moore, Martin Prechtel, and Miguel Rivera |

| Sept 1997           | Awarded "Role Model of the Year" by Young Leadership Council of New Orleans  |
|---------------------|--|
| Dec 1996            | Presentation on Development of Prison Aftercare Program at University of Tennessee Department of Criminal Justice and Dismas House   |
| Nov 1996            | Presentation on Development of Prison Aftercare Program at University of Arizona, School of Public Health  |
| Sep 1996            | Presenter, Twelfth Annual Minnesota Men's Conference, Moose Lake, MN, with Robert Bly, Dr. Aaron Kipnis  |
| Apr 1996            | Presenter, The Challenge of Spiritual Leadership for Men Today, CG Jung<br>Society of New Orleans  |
| Jan 1996<br>Orleans | Presenter, Violence and the Male Archetype, CG Jung Society of New   |
| Nov 1995            | Facilitator, Approaching the Year 2000: Changes, Challenges & Choices for Today's Criminal Justice System, BJA National Conference, Atlanta Georgia session on <i>Ten Years of Innovation: Pioneering BJA Programs</i> |

| Sept 1995           | Presenter, Mentors, Youth, & Elders: Meeting at the Crossroads,<br>Mosaic Midwest Multicultural Conference, Chicago IL, |
|---------------------|---|
| Sept 1995           | Presenter, Eleventh Annual Minnesota Men's Conference, Brainerd MN,   |
| Apr 1995            | Presenter, New Orleans Chapter Board of Directors of Executive Women<br>International                                   |
| Jun 1995            | Presenter, Violence and the Masculine, Intl. Transpersonal Association's 14th International Conference, Santa Clara CA  |
| Mar 1995            | Presenter, Mentors, Youth, & Elders, Mosaic Multicultural<br>Foundation Conference, Los Angeles California,             |
| Nov 1994<br>Society | Presenter, The Faces of Violence, The Louisiana Group Psychotherapy   |
|                     | & the National Association of Social Workers, Baton Rouge LA  |
| Sept 1994           | Instructor, Minnesota Multicultural Men's Training Conference for Group Leadership, Brainard,                           |
| Minnesota           | Conference for Group Leadership, Bramard,   |

| Sept 1994   | Roberts, Robert E., E.H. Cheek, & R.S. Mumm, "Group intervention and   |
|-------------|--|
| Sept 1994   | Consultant, Training Program in Community Building Workshops,<br>Austin Public School System, Austin Texas           |
| Dec 1993    | Presenter at Association of Schools of Public Health Conference on Violence as a Public Health Issue, Washington, DC |
| Sept 1993   | Instructor, Minnesota Multicultural Men's Training Conference for Group Leadership, Brainerd                         |
| Minnesota   | Comercine for Group Leadership, Brumera  |
| May 1993    | Leader of Community-Building Workshop, New Orleans Men's Center Conference, Hattiesburg                              |
| Mississippi | Wen's Center Conference, Trattlesourg  |
| June 1993   | Community-Building Multicultural Workshop Leadership   |
| Apr 1990    | Lecturer, The Psychology of TMJ/Facial Pain, New Orleans Dental Society, New Orleans LA                              |

| Nov 1989   | "The Psychology of TMJ/Facial Pain," sponsored by<br>Northshore Psychiatric Hospital, Slidell LA   |  |
|--|--|--|
| Oct 1988   | "The Group Process in the Classroom," Tenth Bergamo Conference   |  |
| Apr 1988   | Personal Growth workshop series, Lifestyles, sponsored by<br>Charter Counseling Center, Shreveport LA  |  |
| Mar 1988   | "A Holistic Approach to TMJ/Facial Pain," Thomas P. Hinman<br>Dental Meeting, sponsored by Fifth District Dental Society of Georgia,<br>Atlanta GA |  |
| Oct 1987   | "TMJ/Facial Pain," Tennessee Dental Association Annual Conference  |  |
| Sept 1987<br>Meeting of<br>Hot Springs A   | "A Psychotherapeutic Approach to TMJ/Headache," 1987 Annual<br>Arkansas Council of Community Mental Health Centers,<br>R                           |  |
| Aug 1987 "Effective Parenting," Charter Counseling Center, Shreveport LA Robert E. Roberts, Curriculum Vita, page 12 |  |  |
| June 1987  | Presenter, "A Psychotherapeutic Approach to TMJ/Headache," 93rd Annual Conference of American Dental Society of Europe, Interlaken, Switzerland    |  |
| Apr 1987   | "Where Does Stress fit in the TMJ Puzzle?", Louisiana Academy of<br>Continuing Dental Education, LSU School of Dentistry, New Orleans LA           |  |

### SAVING CHILDREN IN CRISIS

### A PROJECT OF

### SAVE THE CHILDREN

### The Initial Workshop

What seemed to be lacking in many of rescue efforts following Hurricane Katrina was the opportunity for victims to gather together and share their suffering, to have it recognized and acknowledged by their "village" and by the "world." In the context of indigenous cultures, it is the lack of such acknowledgement that turns our suffering inward and makes it grow larger. Eventually, a series of "grief workshops" for high school students in New Orleans and Baton Rouge was funded by Save the Children. They involved facilitating a safe environment in which to build bonds of trust, respect and compassion for the expression, recognition and release of sorrow and grief from the horrific occurrences of this great storm. Until the time of this project, the general instructions to these students had been to simply "get over it, and move on." This, of course, would induce their suffering to erupt, eventually, into what psychologist, Thomas Moore, refers to as the "monstrous forms of grief" - depression and rage.

Consequently, these were some of the most difficult workshops in this provider's 17 years of this kind of work. For the first 14 hours of group process in the initial gathering, my colleagues and I listened to and observed little more than rageful language and behaviors from the student participants. Their animosity was acted out as a constant flow of walking out during sessions, a refusal to cooperate with facilitators or to follow guidelines to community building.

But, when at long last, they sensed that we were not going to give up on them and that the circle had become safe enough to bring out their stories, they opened virtual "flood gates of sorrow." The final evening session was filled with tears, and lasted three hours and 45 minutes without a break, ending at near-midnight, and only then because we stopped them in order to get some badly needed sleep before the next day's small-group activities.

From their stories, we realized that Hurricane Katrina was simply a massive extension of a lifetime of crises and trauma accompanied by poverty, social marginalization and the failures of a corrupt government and school system. We already understood academically that this system, while offering the "gifted students" of New Orleans advanced curricula at magnet schools, sends a covert message to "the others," that they are not gifted – that they have nothing to offer.

For this reason, on Sunday morning, Malidoma Somé, Ph.D., of the small African country of Burkina Faso, joined the circle with a message from the indigenous world – that they had been "deceived." He told them of his people's vision that each of us matters because each person who comes to this life comes with a purpose to fulfill - a

unique gift to offer the "village" which only each of us can give. It is this gift, he told them, that encompasses who we truly are.

To complete the third day, the participants split into smaller groups and created skits to perform before the larger group that reflected what they had experienced and learned during the time they had spent together. Four of the five skits were about their gifts.

From these skits, Mr. Spencer Howard and Mr. Ron Russell proceeded with Phase II of the project in creating the theatrical drama, *Remembering the Gift*, performed on May 8 at Louisiana State University's Palace Theater. It was a rousing success and there are plans to reproduce the play in video format so that it can be distributed to students throughout the state.

### What Did We Learned?

Hurricane Katrina created a horrifying disaster for New Orleans' citizens that will live on for a decade more. Subsequently, the storm brought responders like Save the Children and its compassion for the suffering of Katrina's younger victims. The creators of this project at HCCS appealed to Save the Children because of their understanding that if no outlet were provided for the expression of the grief being carried by our youth, that depression, academic failure, and even violence were not far away.

But, the stories these young men and women told were for the most part not about their experiences during the hurricane. In fact, only two of them were. One of the students told of loosing the father she loved to the flooding – that the Coast Guard had to fish his floating body from the water that "drowned her neighborhood." The other told us of being separated from her mother during the storm and waiting three months for word of her (keep in mind that during this time she was among those being told to "get over it"). Finally one evening, she received a call that bluntly informed her of her mother's death the day before in a hospital somewhere "in the north" from complications of diabetes.

For certain, these were stories of suffering that needed to be recognized and acknowledged in order for healing to occur. But, the remaining stories revealed that evening were of life-long suffering from parental abuse, neglect, drugs, and violence. At one point, the stories came so rapidly from around the circle, that we could not keep up with their sources.

Hence, Katrina not only uncovered the poverty of New Orleans, but also the horrible suffering that exists within that poverty - suffering that these children had carried inside of them for far too long. Were it not for the hurricane, and were it not for Save the Children's response to the hurricane, this suffering, more than likely, would not have been acknowledged, and those wounds would still be open and festering. And, the impending rage would still be looming just around the corner waiting to land some of these children in prison someday.

If this project has proven anything, it is that there are thousands more stories of human

tragedy among this city's poor that need to be told and attended to before the victims of such poverty can be considered "saved." This researcher/provider is profoundly grateful to Save the Children for the privilege of working with this group of intelligent, courageous, and resilient youth.

### Saving Children in Crisis

### Strengthening Teens through Community Building and Drama

"We study our despairing and endangered youth, noting the lack of structures for socialization and the teaching of ethics...and yet we refuse them the tools of art. Tools which teach self-discipline and wonder, which encourage liberty of the spirit and the right to self-definition." -Thulani Davis

### **Project Goal**

To create a replicable process for the recovery and transformation of distressed teenagers in disaster-affected areas, such as New Orleans in the aftermath of Hurricane Katrina, through building the bonds of community, remembering and strengthening their own gifts and resources for resilience, and expressing their gifts through drama.

### Objectives for Meeting Outcomes

- 1. Create the space and opportunity for youth to form true community (bonds of trust, inter-dependence and cohesiveness), to be seen and heard, in the midst of profound displacement and disruption of everything familiar.
- 2. Provide a process for youth to realize the unique gift they bring to each other and their larger community, the acknowledgement of which creates an economy of abundance for collective pro-social action.
- 3. Actualize the gift through dramatic expression in small groups building skills of youth in the dramatic arts, giving them a social voice via creative expression of their ideas, conflicts, passions and gifts.
- 4. Offer training to Save the Children counselors in facilitating community building for at-risk youth utilizing existing community resources such as schools and community centers in disaster-affected areas wherever they may be.

### Outcomes

The expected outcomes for youth participating in this innovative program are:

- 9. A sense of self-esteem and empowerment.
- 10. A sense of strengthened community and relationships.
- 11. Improved health.
- 12. Improved academic achievement.
- 13. Lowered truancy and drop-out rates.
- 14. Decreased school violence.
- 15. Attainment and enhancement of skills in creative arts.

16. A sense of a hopeful future.

### **Project Overview**

The project will utilize a replicable and accessible curriculum with a proven track record for displaced and non-displaced at-risk youth in schools and living communities outlining a process in three phases:

- 4. **Community Building Workshop** to build bonds of trust, respect and compassion for the recognition, expression, and release of grief in order to affect closure to traumatic events and move on to remembering one's unique "gift" and purpose for bringing that gift to the world and community.
- 5. **Dramatic Expression of Gift & Purpose** to provide a creative outlet and voice to relevant social issues in the lives of youth and build new skills and knowledge in the dramatic and literary arts. Creation of dramatic piece(s) will build on narratives and themes central to the experiences of youth shared in the community building process. When possible, to perform the dramatic piece(s) in local community venues providing opportunities for youth in the program to engage in dialogue with other at-risk youth and their caregivers.
- 6. **Dissemination and Replication of Process** to offer training in the facilitation of the Community Building process and a how-to manual on the elements of community building, to make the process accessible and sustainable to any community where it is needed.

### Background of the Problem

Teenagers in crisis from the devastation of Hurricane Katrina or any other disaster are subject to an increased risk for violence, drug abuse, marginalization and failure by the school/social system. Some have extensive prior histories of life crisis and trauma in addition to traumatic evacuations from natural and man-made disasters, and face the ongoing stress of displacement and integration into unfamiliar living environments where they often encounter resentment and isolation. Layered upon existing life challenges and poverty, the devastation to the lives of adolescents wrought by catastrophe is an extraordinary event requiring extraordinary intervention. Studies of youth exposed to extreme events have shown that attempts to focus solely on academics and discipline, ignoring the emotional distress and grief from loss and upheaval, is doomed to result in academic failure, school drop-out and violence. (Delaney-Black, et al, 2002; Grogger, 1997; Hurt, 2001)

Health and well-being are inextricably linked to education. The protection, education and health of our students can only be realized in an environment of empowerment and social voice for advancing public policy around school-based programs. The "usual solutions" have proven to fail young people, evidenced by the illiteracy, poverty of life skills, violence and incarceration of youth in both poor rural and urban areas. The outcome is

clearly illustrated by the population of prisons: Residents in penitentiaries across America can read on average at the fourth/fifth grade level. (Roberts, 1994) Many of these are youth who were failed by inadequate public school system, as their talents could not be recognized and acknowledged there.

The realities of catastrophic events often include a devastated school system. With their facilities in shambles, school administrators and faculties, themselves in crisis, remain under pressure by federal and state mandates for academic achievement as the sole indicator of quality education, requiring them to marginalize or even ignore the critical issues of revitalization amidst ongoing poverty, violence, disenfranchisement and disempowerment, all of which impede academic success. It is often that such disorder gives rise to hopelessness and escalated rates of teen suicide among youth at particular risk.

Our youth are in need of innovative solutions that recognize and foster their unique gifts and provide the critical safety net for their success in life and academics. A central theme of this project is the realization that youth are not "the problem" – rather, our youth are the greatest resource to their own recovery and the restoration of our school systems. The idea of recovery recognizes that everything we need for health, well-being and the fulfillment of purpose is already within us.

This project engages youth and adults into specifically addressing critical, real-life issues and working together for positive action, the development of problem-solving and life skills and creation of alternatives to violence. Through the formation of a true community in which giftedness and purpose in life are recognized and acknowledged, this innovative solution provides outlets for creative expression of fears, hopes and dreams along with other community-building interventions (see Appendices I & II) with a proven track record in crisis intervention in diverse settings that include churches, corporations, city councils and international arenas. (Roberts, 1994)

In a relatively short period of time, community building, while emphasizing the value of each individual, facilitates a group of people into becoming a cohesive, mutually supportive working group. Therefore, a "true community" can be defined as a group of people that, in spite of the individual differences in their backgrounds and experiences, have been able to overcome and accept their differences, and are able to communicate openly and honestly and to work effectively together for their own common good.

Through community building, participants learn to:

- · Communicate in new ways
- · Deal with difficult issues
- · Welcome and affirm diversity
- · Bridge differences with integrity
- · Relate with compassion and respect.

### **Expertise of the Partners**

Robert E. Roberts, D.D.S., Ph.D., M.S.W., lives in New Orleans and was formerly a dentist and clinical professor at the Tulane School of Public Health and Tropical Medicine. At Tulane, he founded Project Return, an internationally recognized prison reentry program aimed at breaking the cycles of crime and violence. He is an authority in Community Building, a process which has a proven track record in crisis intervention in diverse settings in the U.S. and internationally.

Utilizing Community Building as the central and critical activity, Project Return has demonstrated dramatically lowered rates of recidivism to prison for offenders with the highest risk factors for return relapse into drugs, crime and violence, and for many years was the only privately operated prisoner reentry program to be funded by the US Department of Justice. The program has been the subject of a documentary film, Road to Return, , and has garnered widespread media attention, including front page articles in the NY Times and Los Angeles Times and a National Public Radio feature. Memoirs of Roberts' journey into the darkness of our prison system are to be found in My Soul Said to Me: An Unlikely Journey Behind the Walls of Justice (HCI Books).

Dr. Roberts has extensive experience working with at-risk youth in Community Building and ritual initiation. He conducted community building workshops for children of poverty in Federal Housing Projects of New Orleans from 1995 to 2001, the same population severely impacted by the hurricanes. In 2003, he directed a summer-long program of training in community-building leadership with staff and youth inmates at Los Angeles County's Central Juvenile Hall where over 3,000 children were warehoused awaiting trial or transfer to permanent facilities. He also served as an adult mentor and facilitator in a special program for teenage gang members from South Central L.A. and Oakland in ritual initiation, grief, and violence prevention and rehabilitation.

Dr. Roberts is much in demand for his lectures and community building workshops across the country, including presentations to the Harvard University Law School and John F. Kennedy School of Government and the National Conference of the American Group Psychotherapy Association.

Malidoma Patrice Somé, Ph.D is an exceptionally gifted leader, teacher, healer, diviner, medicine man and spiritual elder of the Dagara tribe of West Africa. Bringing indigenous African wisdom and ancient traditions to the West, he has developed initiation rituals and provided mentorship for at-risk youth in the U.S., including gang members from inner cities from L.A. and urban orphaned youth in Detroit. He has served as consultant and mentor to Project Return helping African American offenders reunite with their African ancestry, build community with each other and learn alternative responses to adversity other than crime and violence. Dr. Somé is a sought after speaker and leads workshops

and events throughout the world. He has written three books: his autobiography, *Of Water and The Spirit, The Healing Wisdom of Africa*, and *Ritual: Power Healing and Community*. He has earned three masters and two Ph.D. degrees, the first from the Sorbonne and the second from Brandeis University.

Save the Children has extensive experience in support to children in crisis-affected areas throughout the world through programs providing education, protection and psychosocial support. They have reached over 3,000 children impacted by the hurricanes in LA and MS Gulf Coast, including children in East Baton Rouge parish, with a specialized program of psychosocial structured activities. They have also provided support and grief recovery to teachers and other child caregivers to enhance effective learning environments for children. An innovative program of community-building and drama work among youth is consistent with their mission of recovery and empowerment for children, youth and caregivers.

### **Proposed Pilot Project**

The overall intentions of the project include not only that students discover (a), a way of finding closure to their suffering, and (b), the idea that each of them bears a unique gift to offer the world, but also (c), through the medium of drama, to create an expression of their experiences in community building and the remembrances of their giftedness.

### **Community Building Workshop**

The initial community building workshops will be facilitated by seasoned professionals who are skilled at creating an environment safe enough for any type of group to speak openly about themselves and their life experiences such as poverty, violence, molestation or neglect and discover how to bring closure to the pain and suffering that resulted from them. Dr. Roberts and one or two other experienced colleagues (depending upon group size) will facilitate these workshops until more Save The Children counselors have completed facilitation training. At least one workshop should be conducted specifically for the Save the Children workforce, not only for the benefits derived from the experience, but to identify those who will become trainees in the next workshop(s).

The community building workshops should be conducted at a site away from school grounds in order to provide a safe, neutral space for youth to come together. The workshop will be conducted over two-and-one-half or three (optional) consecutive days as follows:

### Days One & Two

Participants and community building facilitators will gather in a circle for two full days (8:30 a.m. to 4:30 p.m.) for the sole purpose of building a community together. In this experiential process, the group is expected to find its way through inevitable and predictable stages of group process with the guidance of the facilitators. The facilitators are constantly present to inform the group when it has embarked onto a pathway that does

not lead to community or when it is regressing into earlier stages. The **outcomes** of these two days for participants will be closure to traumatic events in their lives, and to the shame that is often connected to trauma, a concept of their individual giftedness towards leadership and a profound understanding of the power of the community they have built. Through community building, participants will have experienced new ways of communicating, dealing with difficult issues, welcoming and affirming diversity, bridging differences with integrity, and relating to each other with compassion and respect.

### **Day Three**

The **third day** of community building typically ends at midday, but a full day can be utilized. It focuses on the realization of giftedness and transitioning the community to collective expression of their gifts and uniqueness. Building on the principle of the gift and the idea that, as children, we "forget" who we are and why we are here, participants will break into smaller groups to complete several tasks:

- 1. Build community within the smaller group using the skills they learned from their experiences in the initial days of the workshop. The facilitators will be on hand to help any group that is having difficulties.
- 2. Look for the giftedness in one another and share what is "seen."
- 3. Share with each other their imaginations, dreams and desires that could be clues to "remembering the gift."
- 4. Create a song, a poem, a sketch or a short skit dramatizing the concept of giftedness and how, in spite of all that has happened to them and regardless of everything they have lost, their gift, their reason for being here, indeed the beauty they came to offer the world has not changed.

An optional full/third day would additionally incorporate the perspective of Dr. Malidoma Somé who will share the vision of his people, the Dagara in Burkina Faso, that each life matters because each person who comes to this life comes with a purpose to fulfill - a unique gift to offer the village which only they can give. It is this gift, they say, that encompasses who we truly are. In our culture, the memory of that purpose, or gift, often becomes lost in a mist of sorrow and suffering from tragic events and trauma endured during childhood, including extreme events such as severe maltreatment, exposure to violence and exposure to the loss, displacement and devastation natural and man-made disasters.

Drumming can also be taught to the students during the full/third day in the local New Orleans area by the renowned African drummer, Luther Gray, as musical background for the songs, dances, poems, and dramatic sketches (drums and other rhythm instruments provided by Dr. Roberts and Mr. Gray).

The community-building phase of the project can be timed to begin around specific events or seasons, acknowledging their cultural importance to the lives and identity of affected youth. The potential for depression, heightened sense of loss of community and

grief increases for displaced youth around such periods. Engaging youth in a process of personal reflection and grief work at such times, for instance, religious holidays, reduces the likelihood of worsened depression and violence, and allows opportunity for commemoration of valued communal celebrations.

Selection of participants can be open to a general population of youth or it can be specific to certain others who may be at relatively higher risk. It can as well be done in a voluntary or assigned structure.

### Optional One-half Day Event – Mindful/Non-violent Communication

This optional one-half day event can be employed for any of four purposes:

- 1. Under circumstances of continued crisis in which a three-day event is not immediately possible, but immediate intervention is required to reduce the probability of violence or ongoing trauma.
- 2. To relieve fears and reduce the hesitancy and resistance that are often prevalent in the modern world to the idea of expressing grief to others.
- 3. As a follow-up group session to a community-building workshop where the group desires that the experience of "true community" become an on-going one or where additional grief has emerged or trauma occurred.
- 4. To convert potentially violent circumstances into non-violent conflict.

Mindful Communication is a technique of active listening developed from the NVC model of the international movement founded by Dr. Marshall Rosenberg (see Appendix III). It focuses attention on 1) understanding who actually has the problem, 2) the feelings and needs motivating each person, and 3) what actions might best meet their needs—at no one else's expense. It establishes an interdependent learning community designed to encourage students to care about one another and help one another learn, rather than compete for a limited number of rewards—a community where the common goal is to support all students in reaching their objectives

Recognizing that youth will move through the ongoing challenges of rebuilding and recovery, and may begin to cope with long-held difficulties from previous life experience, Dr. Roberts will offer weekly support and guidance to students through an optional ongoing phase of the program. He will also work with the staff of in-school health care centers in assessment and referral of any student in need of individual counseling or other social services (for example, substance abuse counseling, child protective services and so on).

### O. Perry Walker High School Extended Program

At O. P. Walker High School, we will conduct four community-building workshops before the end of the academic year. Two will involve students and will be held during the first week of April and during the last month of classes in May. The other two will be conducted for the faculty members and will be held consecutively during the first week of June – one for the women and one for men. Other participants may include staff members from Save the Children. From the participating members of the faculty/Save the Children workshops, the facilitators will identify and ask for faculty volunteers and volunteers from Save the Children to attend a 4-day facilitator training workshop to be held during the summer months for which faculty members will receive per diem payments.

The intention of the training is to reduce on-going costs by utilizing existing faculty recourses supported by experienced consultants to conduct community-building workshops with the remainder of the student body of O.P. Walker High School. These workshops will begin with the resumption of classes in the Fall of 2006 and will be provided for every member of the student body. They will be completed prior to the LEAP testing week of March  $19^{th} - 23^{rd}$ , 2007, in order to demonstrate the expected academic outcomes as stated previously.

Lastly, during the first week of the return of the faculty in August, the trainees, along with the remainder of the faculty, will participate in a two-day creativity workshop to set the most creative agenda possible for the coming school year. Utilizing community-building and mindful communication methodologies, this workshop is designed to create fundamental changes in the way the faculty (or any organization) works by acknowledging the problems that exist and by finding ways to engage the power of human yearning, inspiration, and ingenuity within the existing personnel/faculty to resolve them.

### **Evaluation**

Outcomes can be measured in tangible ways, through qualitative and quantitative data collected on participants:

- 1. Improved academic performance (i.e., improved scores on LEAP test)
- 2. Improved pro-social and cooperative behavior (i.e., reduced in-school violent incidents)
- 3. Reduced risk behaviors (decrease alcohol and drug abuse)
- 4. Enhance sense of self-esteem and self-efficacy
- 5. Improve leadership and problem-solving skills

Qualitative methods can include gender-matched focus groups with a sample of the participants prior to the start and at the end of the program. Qualitative data is analyzed for emergent themes, and can be used to inform ongoing program improvements and

lessons for future program implementation. Qualitative data includes existing relevant demographic data and health data from academic and disciplinary school records and surveys with youth participants, their parents and teachers. The surveys can be developed based on monitoring and evaluation forms already in use in Save the Children programs, with modifications for relevance to the age and developmental stage of the participating adolescents. Consent forms will be developed for youth and their guardians both for consent to participate in the program, as well as the evaluation study.

### Community Building Budget

| Total Expenses per Workshop | \$5,100.00 |
|-----------------------------|------------|
|-----------------------------|------------|

|  | Estimated   |
|--|-------------|
| Phase I - Community Building Expenses per Workshop                             |             |
| CB Workshop Facilitation & Setup Activities (Dr. Roberts) - 2 days @ \$400/day | \$800.00    |
| Workshop Facility Rental (3 days)  | \$1,000.00  |
| CB Workshop Facilitators(2) - \$1,000/workshop/facilitator                     | \$2,000.00  |
| Food - Refreshments for breaks & 2-3 lunches                                   | \$1,100.00  |
| Supplies   | \$200.00    |
| Other - Travel & Lodging depending on location                                 |             |
|  | . T. 100.00 |
| Total  | \$5,100.00  |

| Optional Activities  |            |
|--|------------|
| Dr. Somé 1-day Workshop on Purpose and Giftedness (add travel)     | \$2,500.00 |
| Luther Gray - Drumming   | \$500.00   |
| Mindful Communication Workshop (1/2-day) \$400 per facilitator (2) | \$800.00   |
| Total  | \$3,800.00 |
| Optional Follow-through Activities                                 | -          |
| Data Collection - Graduate Assistant                               | \$1,000.00 |
| Data Analysis - Dr. Roberts 4 days @ \$400/day                     | \$1,600.00 |
|  |            |
| Total  | \$2,600.00 |

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Roberts, Cheek, and Mumm. The Effects of Community-Building Group-Process Intervention Technique On Reading Performance Among Inmates In A Medium Security Prison. *Journal of Offender Rehabilitation*, Vol. 20 (3/4): 1994.

M. Scott Peck, MD. *The Different Drum*, Touchstone; Reprint edition (January 2, 1998) ISBN: 0684848589

### Appendix I

### Overview of the Community Building Model

### Background

The immediate issue for us in this country is how to bring closure to the pain and suffering that result from the trauma of disasters, both natural and man-made. For such suffering to pass, it must be recognized. The absence of radical and genuine recognition as well as collective acknowledgment compounds suffering and generates in some the "need" for a drug. However, sharing and acknowledgement by others has the power to end the suffering that accompanies the experience of traumatic events. Radical recognition takes place when a community witnesses the hardship endured by a person and the wounds he or she suffered. The open wound shared with and acknowledged by others can heal into a "healthy scar."

Ordeals that *have not* been witnessed or acknowledged are likely to be repeated in some way. The endless progression of unresolved trauma we see in the modern world today is due to the isolationism we practice; our troubles isolated become personalized. In addition, there is a tendency for many to ostracize those who seek to have suffering acknowledged. The psyche of a person who seeks recognition as a way to end the suffering from trauma interprets this ostracism as a sign that the world hasn't noticed. The result is a tendency to repeat the experience in some way in hopes that next time someone will notice.

The Community Building Model provides time and space for the radical and genuine recognition of individual suffering through collective acknowledgement. Through sharing and recognition of grief and suffering, true healing can begin as isolation and the cycle of unresolved trauma and suffering are broken.

### **Process**

In his book about community building, *The Different Drum*, psychiatrist M. Scott Peck, who also wrote *The Road Less Traveled*, explores the nature of community, which can be recognized, he suggests, by the vulnerability, honesty, and cultural inclusiveness of its participants. Born of a yearning for world peace, Peck's work draws analogies between the ways communities emerge and the dynamics of individual development.

In the Community Building Workshop, participants gather in a circle for two or three eight-hour days with the primary commitment and goal of forming a "true community." The workshop is entirely experiential; that is, the members of the group do not receive instructions on how to become a community or how to behave in a community. M. Scott Peck, MD, author of *The Road Less Traveled* and this group model, reasoned that passive learning, while easy, is almost invariably shallow; experiential learning, on the other

hand, although demanding, is infinitely more profound and rewarding. In accordance with the community-building model, "ground rules" regarding communication and commitment are offered by workshop leaders:

- (a) Each participant is responsible for the success of the task.
- (b) Participants should voice their displeasure within the group-process and share these feelings with the entire group, not to individuals during the breaks.
- (c) The group must commit to "hang in" through periods of anxiety, frustration, doubt, anger, depression and even despair, which may be expected on the way to community.
- (d) The group must be committed to confidentiality.
- (e) Other procedural norms, such as punctuality, the wearing of name tags, and stating one's name prior to speaking, are established by the two workshop facilitators.
- (f) Participants are told by the two workshop facilitators that two of the greatest barriers to communication are speaking when one is not moved to do so and failing to speak when one is so moved.

Next, a story that is a metaphor for community building is read to the circle of participants. This is followed by three minutes of silence. Then the community-building process begins.

Though each group is unique, a pattern of progressive and essential stages in the community-building process is identifiable:

- (a) <u>Pseudo-community:</u> This is characterized by politeness, avoidance of overt disagreement, denying individual differences, beliefs that a "community" already exists, an indifference/ resistance to the goal of building a community, and lack of assertion of feelings. These feelings are often anger and paranoia about being there (non-voluntarily), genuine curiosity and hopeful interest, or fear and confusion.
- (b) <u>Chaos</u>: In this stage, open conflict can be quite apparent with attempts to "heal and convert" others into adopting a particular way of thinking. To end the chaos, some groups will attempt to organize into subgroups or structured discussion, which is incompatible with developing community.
- (c) <u>Emptiness</u>: This stage is the bridge to community. Emptiness refers to the difficult task of letting go of one's barriers to community. These barriers are commonly things such as expectations and preconceptions about the group, prejudices, or the need to fix or control the group or to appear to "have it all together." The experience of recognizing and letting go of these barriers is called "group death."

(d) <u>Community</u>: Once the group has completed the task of emptiness, it enters community. It is during this stage that the dynamics of the group change. Characteristics such as the expression of and respect for individual differences, shared leadership, spontaneity, quietness, joy, commitment to embracing painful realities, and the ability to begin thinking about the health of the group as a whole can emerge.

### Appendix II

### **Project Return**

Project Return is the direct result of a three-year in-prison research study that demonstrated the efficacy of a community-building intervention technique in the improvement of reading scores of inmates and as a method for reducing major and minor disciplinary infractions within the institution. The study also examined the issues of employment, violence, and recidivism. Begun in 1989, the research design was developed by Dr. Robert E. Roberts, director of Project Return. Analysis of the data obtained in the experiment supported the effectiveness of the community-building model in producing significantly greater improvement in reading skills and behavior for the treatment group compared to two control groups (Roberts, 1994).

The study also revealed that a major contributing factor to the soaring rates of crime and recidivism in Louisiana was the inability of former convicted offenders to get their lives restarted upon release. Inmate participants had an average sixth-grade reading level; nearly a third were illiterate. In addition to their addictions remaining untreated, many former offenders upon release could not find gainful employment and could not reestablish a functional family environment. Dependence on welfare systems, relapse into substance abuse, and a return to criminal activities were common results. Old patterns were easily reestablished.

In 1993, Dr. Roberts brought Project Return to Tulane University School of Public Health and Tropical Medicine, under the principle that violence, if preventable, should be a public health issue. Through the intervention of community-building and direct service provision for the needs of former offenders in breaking their repetitive cycles of drugs, criminal behavior, and violence, Project Return's goal was to reduce crime without doing further harm.

Project Return was later recognized, and funded, by the Bureau of Justice Assistance as a prison reentry program of proven effectiveness and as a low-cost alternative to incarceration. Initial funding was provided by the New Orleans Business Council and the New Orleans Private Industry Council, and coordinated through Tulane University Medical Center. Project Return currently operates with a dedicated program staff, many of which are former offenders, and provides an integrated service delivery network extensively enhanced by the community-building model.

Concentrating its efforts on those at <u>highest</u> risk for returning to prison, the program seeks to break the cycles of criminal and violent behavior through a process that assists convicted felons in making a successful transition from prison to the community and into employment.

Over 2000 adult and youthful participants, matching the proposed target population, have graduated from the program since 1993. Proof of success had been largely anecdotal until the New Orleans Metropolitan Crime Commission evaluated the effectiveness of Project Return in achieving its primary goal of re-integrating ex-offenders back into the community. The Commission's four-year research study provided empirical evidence of the program's impact, and documented that:

- During the first year, the time when most inmates return to crime, the program intervention maintains an 89.3% success rate, with only one in ten program graduates returning to crime.
- In year one, the recidivism rate for a control group was 37.2%, which is over three times that of the program graduates, which was 10.7%.
- In year two, the failure rate for the control group was 51% double that of the program graduates, which was 24.4%
- Further analysis of the data showed that 40% of all Project Return graduates had originally been convicted of violent crimes, whereas, of those graduates of the program who recidivated over a period of four years, only 6% did so for violent offenses.
- The report concluded, "Project Return is an effective ex-offender re-integration program. The services provided to the program participants enable them to make a more successful transition from prison to the community, compared with similar ex-offenders who do not participate in, or complete, the program. Project Return also appeared successful in reducing recidivism rates when compared with those for ex-offender populations nation-wide. As noted, the recidivism rates, in those studies reviewed, ranged from 24% to 48% one year after release, compared with 10.7% for Project Return."
- Based upon a conservative cost benefit analysis it has been estimated that the program provides a cost savings of over \$20 dollars per year for every dollar that is invested.

### Appendix III

### **Non-Violent Communication**

Nonviolent Communication (NVC) is an international movement founded by Dr. Marshall Rosenberg. NVC training and practice in school communities develops a consciousness and offers practical skills that promote clear communication, deep understanding, and vital compassion with oneself and between people. Effective strategies for meeting needs and making progress towards reaching class goals are provided while a mindfulness that decreases the likelihood of conflict, defensiveness, depression, and anger is developed. NVC facilitates an environment in which teachers, administrators, students, and parents make school a place where all stakeholders needs for safety, respect, and learning can be met. Mindful Communication has integrated the philosophies and practices of NVC and Dr. Thomas Gordon's Teacher Effectiveness Training to offer a more intensive and holistic approach.

# Attachment 3b2

Harmony Science Academy Brochure

### REWARDS

# EXEMPLARY RATING

PROCLAMATION

DEC 4th

HARMONY SCIENCE

Congratulations to Harmony Science Academy for having achieved an Exemplary rating in 2004 from the Texas Education Agency. This is an accomplishment of which you must be extremely proud.

first year.

David Bradley, Member State Board of Education.



Bill White, Mayor of the City of Houston

striven toward maintaining the high academic With the assistance of our supportive parents, the Since the establishment of HSA, we have continually aculty and staff have guided our students beyond all standards that will be the cornerstones for our students well into their professional and personal lives. community and state mandated expectations.

HSA-Austin is one

RECOGNIZED

SCHOOL

charters in Austin.

Recognized of the few

> The Faculty, Staff and Administrators at HSA ore carring, competent, dedicated professionals who are utmost to provide the best possible learning chmate to willing and capable to assist you. We are doing our our students.

S. Tarim, Ph. D. Superintendent

Science Scademy

OUNDATION

high schools in FEXAS GOLD PERFORMANCE

Houston earned Gold Performance Acknowledgement in three categories; AP/18 Results, Commended Performance In 2005, Texas Education Agency has announced that HSAin Writing, and Commended Performance in Social Studies.

PERFORMANCE

GOLD

### GOLD PERFORMANCE

HSA Dallas received Sold Performance in Writing, Reading. and Social Studies and HSA-Austin received Bold Performance in Social Studies

**HSA-Dallas rated** Recognized in its

RECOGNIZED

SCHOOL



.The City of Houston congratulates and commends Harmony Science Academy on this important occasion, and extends best wishes for continued success. Mayor of the City of

HOUSTON

ACADEMY DAY

herefore, I. Bill White. proclaim December 4 Science Academy Day in Houston, Texas." 2004, as Harmony Houston, hereby

> **EXEMPLARY** DISTRICT

2 YEARS IN A ROW! HSA - Houston is one of the 11 exemplary

**EDUCATION PROGRAM** 

Page 206



and Technology Education Program at HSA. Career and Technology Education classes allow them to know more about themselves and professions so or TRADE and INDUSTRIAL pathways in The Career "Dur students may follow BUSINESS, TECHNOLDGY that they can make the perfect motch"

EDUCATION CAREER

> K. Camuz, M. Sc., Principal HSA-Austin



oth graders in Technology Lab

DISTINGUISHEE

PLAN

Recommended Plan, Some of the Seniors are completing the advanced measures to graduate Students in High School are required to take more student must graduate with at least the Math, Science, and Language Courses. Every

Mr. M. Okumus, Dean of Students with the Distinguished Plan.

HSA-Houston

Scient Academy

OUNDATION

8th graden in Wireless Lab

When they graduate, students in the pre-AP/AP AP Calculus, AP Biology and AP Chemistry, Other program will have taken AP English Language. AP English Literature. AP US History, AP World History. Advanced Placement courses such as AP Spanish and AP Statistics will be optional."

I. Ayyildiz, Dean of Academics

**+SA-Houston** 

AP

HIGH SCHOOL

counseling, inventories, and online purtfollo will help 2005, the first graduating class of Harmony, is celebrating their 100% graduation rate under the Recommended or Distinguished Plan In addition. they have achieved a 100% passing rate in the state participation in the HSA career day, SAT Tutoring, ake them to the best universities. Our Class of Students enjoy a variety of electives, AP, Pre-AP, Our students Honor, and dual credit courses. exit-level TAKS.

K. Almus, Principal

HSA-Houston

and maturity" Academy has and structure their growth environment encouraged children an Harmony given my academic enriched that has Science

Donahue, HSA-**Dallas Parents** Tim & Kathy



nelp. Alice is even happier with her much improved social life. The kids are nices, more mature, and much more Mice transferred from a public middle school (gifter program) to Harmony Science Academy and has not once regretted it. She found the school to be intellectually challenging. Alice is exceptionally happy with the competitions the achool offers to prep willing students for. She is earnestly involved in Science Dympiads, Math Olympiads, Math Counts, and UII. For these competitions, the teachers effer endless chances and time to study and gain any needed

RESEARCH

Jacek Turski, Ph.D. Professor Department of Computer and Mathematical Sciences in UHD., HSA-Houston Parent (Parent of a First Place Award Winner in Science Olympiad)

accepting than at any other school she has attended. Having more friends greatly increased her enthusiasm toward



Universities.

Texas

work on research GT students

projects

Working at AEM Material Science Lab Marnesar Javier, HSA-Houston, Sophomore

University of Houston and Baylor for helping our students complete winning projects on Rebotics. Genetics,

Angelina Tran and Giulia Giuffre, Seniors

HSA-Houston

Nanutechnology and many other exciting oreas.

We extend our thanks to faculty at Harmony, Texas ABM

HSA provides diverse learning opportunities to challenge our gifted/talented students: The School-Wide Enrichment Model (SEM), Special Summer and Saturday Programs, Mentaring, Ability Grouping, Independent Study and Research Projects, and Enhancement Programs for Creativity and Thinking Skills.

**Director of Special Services** K. Aksoy, M. Ed. HSA-Houston

Gilled Stoulents at Biology Lab early start to is a research enrichment effort, an

an opportunity to Director of Special A science project reference for best way to establish activity, a family colleges, and a experience, an academic work, portfolio, a connections. develop a **HSA-Dallas** Dr. T. Eski, Programs

EXPERIENCE

**EDUCATION PROGRAM** 

AWARDS

INTERNATIONAL

NATIONAL AWARDS

> 2 Honorable Mentions in International Physics Project Competition - Poland

Special Award in Computer in the International Conference of Young Scientists - 2001 Honorable Mention in International Environmental Project Olympiad - Turkey - 2002.

Honorable Mention in International Computer Project Competition - Poland - 2005 Freshmen with their Science Fair medals

ABD

FINANCIAL

Harmony was a hit for our first graduating The first award letter in the history of Class of U.S. Amherst College, Massachusetts accepted Michelle with a full 4-year scholarship, a value of \$38,000.

HSA-Houston

Science Dlympiad. They placed first, second HSA Students won gold medals in the Texas of Science Fair at Texas ASM. There were 5 Engineering Fair and Texas Junior Academy HSA semifinalists who placed Among the Best 400 projects in US in the Discovery and third in the Texas Science and Channel Young Scientist Challenge. XII INTERNATIONAL CONFERENCE Of young scientists uth Palace Katowice Poland 25-30 forill 2005 Mis Reussen Comparer Proper Itan in Puland time and a manageable number of high school "Dur counselors and teachers have enough

FULL SCHOLARSHIPS

scholarships and Financial Aid. Harmony also They help us seek, find and qualify for students to pay us individual attention. offers its own scholarship.

National Achievement Scholar. Michelle Sanders, HSA-Houston

Science Academ LARMON

**FOUNDATION** 

**EDUCATION PROGRAM** 

### SCIENCE OLYMPIADS & SCIENCE FAIRS

### Houston Science and Engineering Fair 2001

Ist place in Math/CompHouston Science and Engineering Fair 2001

CENTEX-Texas Science

**AWARDS** 2001



Olympiad 2002 One Gold Medel and on Bronze Medal

Texas Science and Engineerin Fair 2002

2nd Best Team Project Award



Thinh Neuyen (HSA-Houston) won first place si Houston Science Fait

**AWARDS** 2003

THE MOST

SUCCESSFUL

SECONDARY

WITH 9 FIRST

SCHOOL IN

HOUSTON

WINNERS

PLACE

**TEACHER OF** THE YEAR AWARD IN

HOUSTON IN 2003

### HARMOND NDATION

Houston Science and Engineering Fair 2002

1st place in Math/Comp/Eng-Team 2nd place in Math - 9th Grade 3rd place in Physical Science - Team 3rd place in Computer - Junior Div. Hon. Mention in Math - Junior Div.

### Houston Science and Engineering Fair 2003 9 Ist place awards

5 2nd place awards 1 3rd place award 2 Hon. Mention awards 27 Special Awards 2 Honor Rolls

### Texas Science and Engineering Fair 2003

Math Counts - 2002

1st, 4th, 5th and 6th place awards in Invitational

Math Counts Competition.

American Math Competition (AMC 8) - 2002

Ist Place in Texas (Perfect Score) 2 Honor Rolls

2nd Place in Computer Junior Div. Hon. Mention in Math Junior Div. Discovery Channel Young Scientist Challenge Placement Among the Best 400 projects in US 5 HSA semifinalists

### CENTEX-Texas Science Olympiad 2003

Two Bronze Medals

### Texas Junior Academy of Science Fair -2003 at Texas ASM

2nd Place in Engineering 3rd Place in Medicine/Health 3rd Place in Mathematics Hon. Mention in Mathematics

**AWARDS** 2002

**AWARDS** 2003

## AWARDS

Taxas Junior Academy of Science Fair 2003 at Texas ASM

3rd Place in Medicine/Health Hon. Mention in Mathematics 3rd Place in Mathematics 2nd Place in Engineering

Houston Science and Engineering Fair

started HSA and

our daughter

we have seen

nurturing and

the caring. dedicated teachers work

hard with the

students. The

Two years ago

ID First place in Special Awards 2 Ist place awards 6 Trophies 26 Awards

Texas Science and Engineering Fair 2004 3rd Place in Computer Junior Div.

environment the

school provides

healthy for our

child's

is a safe and

development,

The school

environment

provides an that fosters

Hon. Mention in Comp Junior Div.

Texas Junior Academy of Science Fair

2 Hon. Mentions 13rd Place

HSA-Austin

excellence and

academic

moral values.

We couldn't

have chosen a

better school.

Elenita Usher,

Adrian and

HSA-Houston

Parents

8 students from HSA represented Austin in students won 20 awards in Austin Science Festival 2004. 4 second place awards. 3 first place awards, I third place award

Engineering Fair-2005 Houston Science and

4 Ist place awards 33 Awards

2 Annurable Mentions Il First Place in Specia 4 3rd place awards Awards

lexas Junior Academy of Science Fair-2005 1 3rd place

Spelling Bee Regional 1st SPELLING BEE 2005 2 Hon. Mentions

ls: place Mathematics 3rd place in Listening lst place in Science 2nd place in Social 2nd place in Mathematics 3rd place in Mathematics JII, 2005 Studies Евш

Austin Science Fair-2005

5 2nd place awards

AWARDS 2005

Dallas Science Fair-2005 5 Honorable Mentions 2 Homorable Mentions 5 3rd place awards 2 2nd place awards 1 3rd place awards ID Special Awards I Ist place award 7 Special Awards

True Paris

The Best New School in

Mathcount Competition in 3rd place in Mathepunt Dalles, 2005

Texas Science Olympiads Austin Regional Competition, 2005 1 Ist place award

Arlington Regional Competition, Texas Science Olympiads

5 3rd place awards 2nd place award lst place award

Texas State Championshi Tournament, 2005

clence Scodemy (ADMOND)

UNDATION

Skills

Texas State Science & Engineering Fair

2004 Excon Mobil

2 Ist place awards

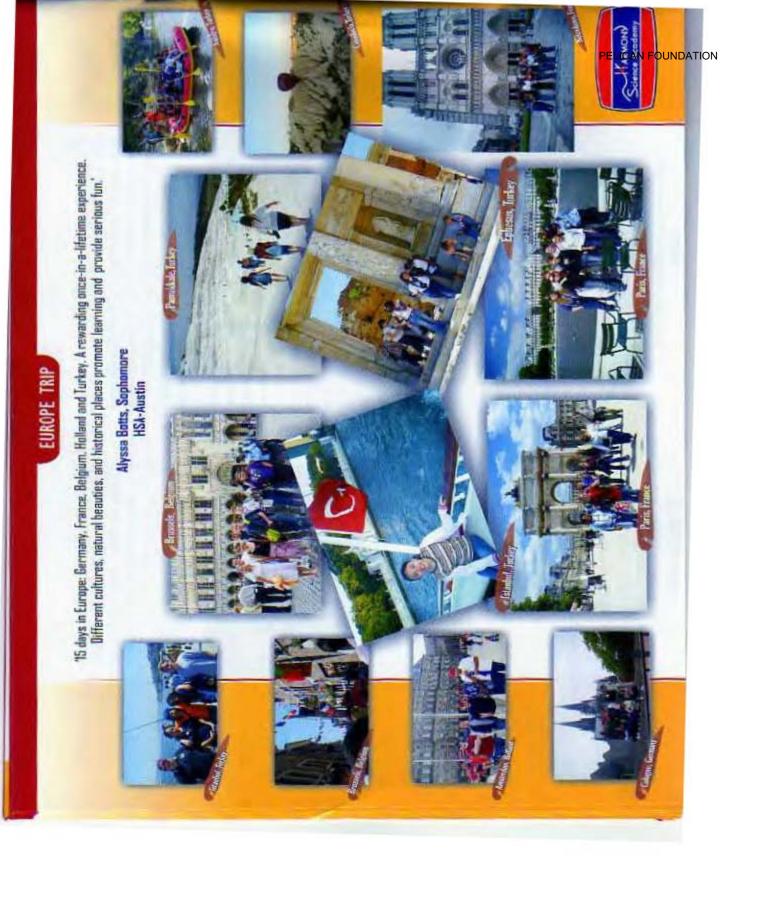
3 2nd place awards

ZD Special Awards

Competition in Dallas, 2005

2 3rd place awards

Page 212







# COUNSELING

ONLINE TRACKING

**PROGRESS** STUDENT

Parents may access an unline database to check a child's grades, homework, conduct, attendance, and receive notes from the teachers. The school also communicates via e-mail, the Wednesday envelope, the phone message system, our school communication ensures the progress. sign and our comprehensive web site. attendance and safety of our students.

Ms. Sherre Bishop, PTO President HSA-Dallas



The character education program not only nstills in our students values such as accountability, compassion, integrity, tolerance and leadership, but also reaffirms that we, as a campus, have completely rejected all violence, all crime. Every 6 weeks during the Award Ceremonies, we highlight students' achievement drugs, aggression, gang activity, truancy, and in exemplary character, honor roll, and perfect attendance.

Ms. Flora Pierre, PTO President HSA-Austin

HSA Career Day allows the students to At HSA, students are guided through individual, group, and career counseling to interact with professionals who share their explore themselves and make wise decisions. ife-long experience."

COUNSELING

K. Cornish. English Teacher HSA-Houston

"My son has



student relationships and helps establish rapport between parents and teachers. programs and planning, parents provide priceless feedback and input: and students leachers discuss student progress. A home visit improves parent-teachermprove both academically and socially.

Mr. N. Guvercin, Principal HSA-Dallas

since it's inception attentiveness and Harmony Science caring attitude of Academy Dallas appreciate the academically this is a safe, social, and attended in 2004.1

the teachers and faculty, and feel environment for challenging "nos km

**HSA-Dallas Parent** Teresa Giamos,

HOME VISITS



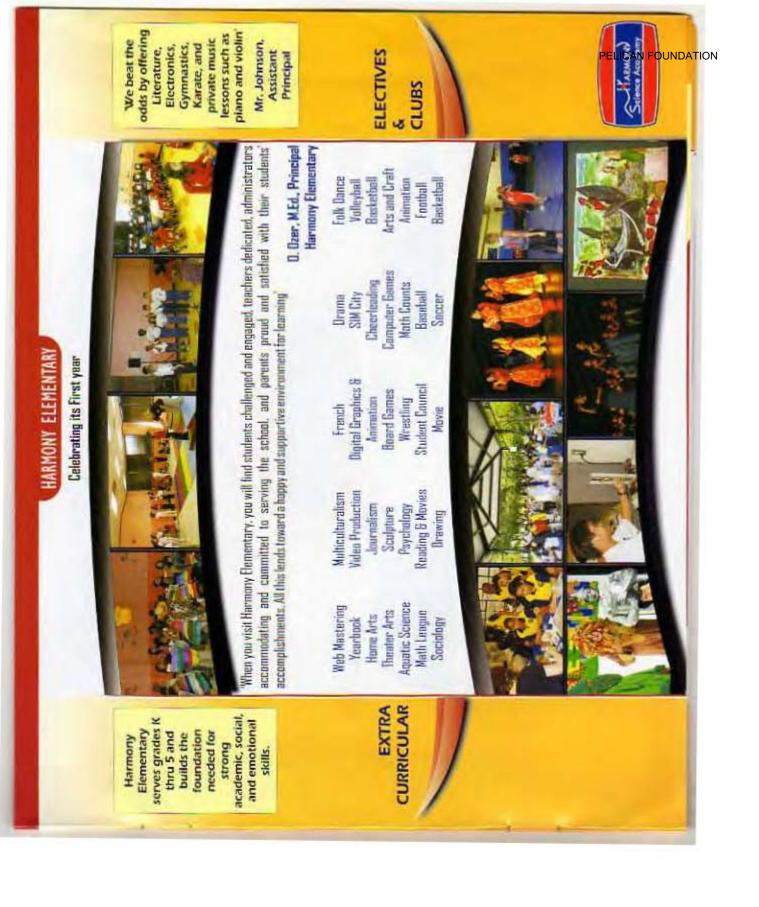
**EDUCATION PROGRAM** Page 217

**EDUCATION** 

TEEN

LEADERSHIP







# Attachment 18e

Sample Application Form Sample Enrollment Form

# PELICAN SCHOOL

School Address ♦ Tel: 555.555 5555 ♦ Fax: 555.555 5555 ♦ www.pelican.org

# APPLICATION FOR ADMISSION

# 2007-2008 SCHOOL YEAR

### DEAR PARENTS AND APPLICANT:

Thank you for your interest in PELICAN SCHOOL. Please fill out this application form completely. Falsifications, misrepresentations, or omissions may disqualify your application. Information you supply may not be given to any other person/company for any purpose. Applications received unsigned, incomplete, or after the closing date may not be considered for acceptance.

Please either type or print clearly using black or blue ink.

| FOR OFFICE USE ONLY        |  |
|----------------------------|--|
| Date Application Received: |  |
| Application #:             |  |
|                            |  |

| Student's n  | ame:                  | (Last)         |              |            |             |           | (First)   |           |           |          |        | (Middle)                                |
|--------------|-----------------------|----------------|--------------|------------|-------------|-----------|-----------|-----------|-----------|----------|--------|---|
| Date of birt | <b>:h</b> (mm/dd/yy): | /              |              | _          |             |           |           |           |           |          |        |   |
| Grade appli  | ied for :             | □ KG           | <b>1</b>     | <b>2</b>   | □ 3         | <b>4</b>  | □ 5       | □ 6       | <b>7</b>  | □ 8      |        |   |
| Phone:       | (Home                 | 2)             |              |            | <br>Mobile) |           |           | (Work)    | <u>-</u>  |          |        |   |
| Permanent    | address: _            | (Street 8      | House/Apt. N | 0.)        |             |           |           |           |           |          | (City) | (State) (Zip Code)                      |
| Current Sch  | and:                  |                |              |            |             |           |           | School    | District  |          |        |   |
| Telephone:   |                       |                |              |            |             |           |           |           |           |          |        | to                                      |
|              | made by u             | s/me in th     | is applica   | tion are c | omplete a   | nd accura | ate. We/I | understan | d that ar | ıy false | _      | ng questions and<br>tion, omissions, or |
| Par          | rent's or Guard       | ian's Name     |              |            |             |           | E-mail    |           | @         |          |        | _                                       |
| Par          | rent's or Guard       | ian's Signatur | e            |            |             |           | Date      |           |           |          |        | _                                       |

Do not e-mail your application for security purposes. Pelican is not responsible for lost e-mail.

Please mail or fax the completed application to:

### **PELICAN SCHOOL**

Address:

**Phone:** (504) 555-5555 **Fax:** (504) 555-5555

**WEB:** www.pelican.org E-mail: pelican@pelican.org LOGO

# PELICAN SCHOOL

PELICAN FOUNDATION

School Address ♦ Tel: 555.555 5555 ♦ Fax: 555.555 5555 ♦ www.pelican.org

# **REGISTRATION FORM FOR 2007-2008 ACADEMIC YEAR**

| FOR OFFICE USE ONLY  | Da                    | nte://                | · · · · · · · · · · · · · · · · · · · | Registration #   | :                   |
|--|-----------------------|-----------------------|---------------------------------------|------------------|---------------------|
| All information on this registration form i  | s confidential.       | Please type or p      | orint using black                     | or blue ink usin | g CAPITAL letters   |
| Student's Name:(Last)  |                       |                       |                                       |                  |                     |
|  |                       |                       |                                       | (Mido            | lle)                |
| Grade enrolled for: 🔲 KG 🔲 1 🔾   | <b>1</b> 2 <b>1</b> 3 | <b>□</b> 4 <b>□</b> 5 |                                       | 7 🗖 8            |                     |
| Social Security Number:  |                       | Date o                | of birth: (MM/DI                      | D/YY/_           |                     |
| Address:(House No.) (Street)   |                       | (Apt. No.)            | (City)                                | (State)          | (Zip Code)          |
|  |                       |                       |                                       |                  |                     |
| Phone: ()  | ()<br>(Work)          |                       | Cellula                               | r: ()            |                     |
| Parent's E-mail * <b>Required</b> :  | @                     |                       | FAX                                   | ::()             |                     |
| student's first language: English (check   | ) Oth                 | er (please state      | e):                                   |                  |                     |
| f 'Other,' how many years has the stud   | ent attended          | school in Engli       | sh?                                   |                  |                     |
| Does the student have any learning disa  | abilities? 🗖 N        | lo □ Yes If y         | es, explain:                          |                  |                     |
|  |                       |                       |                                       |                  |                     |
| f yes, does the applicant currently have   | an Individua          | al Education Pla      | ın (IEP)?□ No                         | ☐ Yes            |                     |
| give Pelican permission for publicizing  | my child's ph         | otos on the Pe        | lican's website.                      | ☐ Agree ☐ D      | visagree            |
| /We, the undersigned, hereby certify juestions and statements made by menformation, omissions, or misrepresen applicant. | e/us in this ap       | pplication are        | complete and a                        | accurate. I/We   | understand that any |
| Signature of Parent or Guardian  | l                     | _                     | Date                                  |                  |                     |
| Signature of Parent or Guardian  |                       | -                     | <br>Date                              |                  |                     |

\*Parents are required to attain a valid email address for effective future correspondence with student's records

# Attachment 25

Support Letter from Universities



May 17,2006

Department of Education Disaster School District Baton Rouge, LA

# Dear Sir/Madam:

Pelican Education Foundation, a non-profit organization, is applying for several charter schools in the New Orleans area. As vice president of the Foundation, I am committed to the Foundation's goal of providing quality education to Louisiana students. I am also a professor of communication and the department head of the Department of Communication at southeastern Louisiana University, and my department is interested in providing several opportunities and partnerships with the charter schools, should we be granted this opportunity.

Our mission in the Department of Communication is to improve written and oral communication in all contexts, and Im sure you would agree that this is a great need for our elementary and secondary students. We can help meet this need in a variety of ways. For example, our speech education program can provide teacher candidates who will tutor the charter school students and provide on-site instruction and one-on-one training in

- public speaking
- oral presentations and group presentations
- interviews of all kinds
- formal report writing
- intensive practice in improving grammar and punctuation.

We will also provide specialized instruction in journalism and mass communication and help students prepare their high school newspapers and yearbooks. Research shows that students who are involved in extracurricular activities such as these perform better in all areas of academics and are also much more likely to remain in school and graduate.

Another important activity for high school students is participating in debate competitions. This activity helps to increase and hone their skills

in research, critical and analytical thinking, media literacy, public speaking, and organization. My department has an excellent debate team that was ranked #2 in the entire United States last year, and the debate coaches and senior debate team members are eager to help start and develop a debate team at the charter schools.

We also have an excellent public radio station in our department, KSLU. KSLU was just named Broadcast Station of the Year by the Louisiana Association of Broadcasters. We have worked closely with high school students in providing an avenue for them to broadcast their creative writing and other endeavors. The staff and student workers at KSLU would be happy to provide tours of the radio station as well as opportunities for our charter school students. We also have access to a large cable station, the Southeastern Channel. The Channel is broadcast in three parishes and would provide charter school students with a chance to observe a state-of-the-art television facility in action.

My faculty would be happy to serve as guest speakers and discuss job opportunities in a variety of their fields, such as newspapers, magazines, public relations, radio, television, video production, audio production, web page design, speech writing, etc.

These are just a few of the possible ways that the Department of Communication can provide partnerships with the charter schools. We believe that it is important to help the elementary and secondary schools produce the best-prepared students possible, and we are committed to doing whatever we can to make this happen. If you have any questions, or if you would like more details, please call me at (985)549-2105 or e-mail me at

Sincerely,

Karen Fontenot, Ph.D.

Head, Department of Communication

May 18, 2006

State of Louisiana Department of Education Baton Rouge, LA

Dear Sir/Madam.

As a faculty member at the Department of Computer Science and the Center for Computation & Technology (CCT) at Louisiana State University, it is my pleasure to write this letter regarding the opportunities that we can provide to the students of the Pelican Schools, if we are given this opportunity.

The Center for Computation & Technology (CCT) is an innovative and interdisciplinary research environment for advancing computational sciences, technologies, and the disciplines they touch. Our efforts branch out from the center to serve Louisiana through international collaboration, promoting the progress in leading edge and revolutionary technologies in academia and industry. The center's focus areas are designed to further research in a number of different fields. By bringing together researchers from diverse disciplines, ideas and expertise are disseminated across departments to foster the expansion of knowledge and invention. CCT is perfect environment for the elementary and secondary education students who would like to discover different fields of science, talk to the people from different fields and learn from their experience before making important decisions regarding their careers.

CCT also owns many high tech devices and technologies. World's one of the fastest supercomputers, SuperMike – a 1024 processor computer, is owned by CCT. We have access to world's one of the fastest computer networks, 40 GB/sec LONI network. We can increase these examples. We are planning to arrange tours for the elementary and secondary education students so that they can exposed to these state-of-the art devices and technologies they have nearby.

CCT organizes several events such as Red Stick Animation Festival, Mardi Gras Conference Series, and invites world renown people to Baton Rouge. The students may have the opportunities to take part in these events and also meet these very valuable guests.

We are also planning to help the students in training for the Science Olympiads. Personally, I have served as a referee in middle and high school Science Olympiads before and am experienced in this field. Also, using my connections with many scientist from different fields, I feel that we can provide a very effective Science Olympiad training program to the students.

These are just examples of what the Center for Computation and Technology (CCT) and the Department of Computer Science can offer to the elementary and secondary education students. We believe that these small services may lead to larger collaborations in the long term

Please feel free to contact me at (225)650-5508 or <a href="kosar@cct.lsu.edu">kosar@cct.lsu.edu</a> if you would like to get more information regarding the possible collaboration opportunities and possible services we can provide the students.

Yours Sincerely

Tevfik Kosar

Assistant Professor

Department of Computer Science & CCT

Louisiana State University

Baton Rouge, LA 70803

Phone:(225) 578-9483

Email: kosar@cct.lsu.edu

Page 229



# LOUISIANA STATE UNIVERSITY

The J. Bennett Johnston, Sr. Center for Advanced Microstructures and Devices

05/16/2006 State of Louisiana Department of Education Baton Rouge, LA

Dear Sir/ Madam:

This is letter is written to answer the question and concern that how Center for Advanced Microstructure and Devices (CAMD), a synchrotron (light) radiation-based research center at Louisiana State University (LSU), will facilitate its research activities to teachers and students working and attending to schools which would be governed by Pelican Educational Foundation.

CAMD is one of the largest research centers of LSU and the only radiation source in the South of the United States. It became operational in 1992 and it is currently operated by State of Louisiana with annual budget of \$4 million. The fundamental mission of CAMD is to provide and develop the quality of the research and the education for the undergraduate and graduate level in synchrotron radiation-based science and technology. Scientists and engineers from Louisiana State University as well as other national and international institutions conduct their basic and applied research utilizing CAMD synchrotron radiation. In the last five years, scientific team of CAMD has also collaborated with high school teachers of our state to provide them the knowledge and experiences in the high technology arena. With the experiences they have gained at CAMD, they educate their students about scientific studies and developments being performed at CAMD, and direct their students to scientific challenges.

Studies and investigations are carried out at CAMD cover wide range of scientific discipline. With spectroscopy and imaging techniques that CAMD provides, teachers and students can investigate and detail the nature of the chemical, electronic, morphological, and magnetic properties of samples. Light from infrared to X-rays in the electromagnetic spectrum are used in the facilities of CAMD and experiments such as fungi growth in healthy plants, nanoparticles role in the cancer treatment, damage of local corrosion pits in oil pipe are being performed at CAMD.

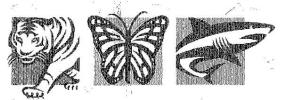
As a staff member of CAMD and beamline scientist of vacuum ultraviolet and infrared beamlines, I am very willing to work with students and teachers who can manifest CAMD's facilities for their educational endeavors and background.

Please feel free to contact me at <a href="mailto:okizil1@lsu.edu">okizil1@lsu.edu</a> or 225-5780325 for any concerns on this matter.

Sincerely,

Dr. Orhan Kizilkaya

EDUCATION PROGRAM



# Audubon Nature Institute

6500 Magazine Street New Orleans, LA 70118 504-861-2537

The Audubon Zoo, a facility of Audubon Nature Institute, welcomes partners in the educational community. The Audubon Zoo education department has a long history of working with the area schools and is committed to helping the New Orleans area public school students and teachers as we rebuild our education system. By partnering with Audubon Zoo your students and teachers will have access to a wide range of opportunities and resources. We hope that our school partners will then give back by adopting a conservation issue important to the animals of the Audubon Zoo and participate in the Audubon Zoo's educational festivals. Students who participate in conservation efforts and service projects at the Audubon Zoo will gain a better understanding of the Audubon Nature Institutes mission of celebrating the wonders of nature.

As a partner of the Audubon Zoo your students, teachers and chaperones will:

- Receive free group admission to the Audubon Zoo. (One group booking per month), adhering to group admission policies.
- Free Outreach visits by our Bugmobile and Zoomobile, up to 2 visits per year per vehicle
- Discounted teacher workshops
- Access to our Zoo education resource library
- Free rental of our Habitat learning kits

As a partner of the Audubon Zoo we ask that you:

- Commit Faculty/staff to attend orientation with Audubon Zoo education
- Choose a conservation issue that the school will work on by researching. contacting officials involved and/or fundraising. (Each section of the zoo has a conservation project that can be addressed; Elephant protection, the ban of Bush meat, saving the Wetlands....)
- Participate in Earthfest. (Held in March) Your school can sponsor a booth or assist in an Audubon Zoo educational area.

The Audubon Nature Institute is proud to be a part of New Orleans rebirth. Together we will create a better future for the children of this city.

Celebrating the Wonders of Nature \*

Audubon Center for Research of Endangered Species

**EDUCATION PROGRAM** 

Audubon Zoo Entergy
IMAX® Theatre

Auduboa Insectatrium

Woldenbeig Riverfront Park

Page 230

# Carol Henry Bienvenu

929 Nashville Ave., New Orleans, LA 70115 504-905-8730 carolhb@cox.net

BESE Board Members Louisiana State Board of Education

September 6, 2006

To Whom It May Concern:

I graduated with a BA in Education from Loyola University in New Orleans in 1992. I did my student teaching at Hines Elementary and afterwards taught at St. Pius X in New Orleans. I have extensive experience in education and child development.

I am writing this letter to let you know that I am in full support of the charter school proposal from the Pelican Foundation for the New Orleans area.

I am well aware of the extraordinary successes of the Dove Science Academy in Oklahoma City and in similar schools in Texas run by the Cosmos Foundation. In my view this proposed charter school, which will utilize the same educational philosophy and the same educational program as those in Texas and Oklahoma, is an absolute necessity in New Orleans especially with the history of our school system being in such disarray.

Our children deserve a bright and successful future. It is our responsibility to provide them with an excellent education and the right tools so they can live happy and successful lives and in turn can contribute top-quality talent and expertise to our unique community of New Orleans.

The schools in Oklahoma and Texas have well-known and recognized successes. Because of their already established foundation and proven track record I am confident that they can achieve the same extraordinary success in New Orleans. Our city would be indeed fortunate to have such an excellent school in our midst. This will enable our children to get the quality education they so much and so rightly deserve. Our children deserve it, New Orleans deserves it.

Please approve the proposal for the Pelican Foundation charter school so we can get our much deserving children on the road to excellence.

Carol Henry Bienvenu

Sincerely,

# Richard A. Bienvenu

BESE Board Members Louisiana State Board of Education

September 6, 2006

To Whom It May Concern:

I am a New Orleanian. I graduated from De La Salle High School, got my BA from Spring Hill College in Mobile, AL and received an MFA from the University of Southern California. Over the years I have taught adults and children and am currently teaching English at Loyola in New Orleans. I am an author and publisher of the manual for teachers Teach Abroad Survival.

Several years ago through my teaching duties I came into contact with a group of people who are dedicated to service and first-rate education. To say that I've been impressed with their integrity and commitment would be an understatement. Never have I encountered such warm, generous, and brilliant people.

When I heard that they were planning to open a charter school in New Orleans I became very excited. I know of the incredible successes they have had with the Harmony Science Academies in Texas and the Dove Science Academy in Oklahoma taking underprivileged kids and having them reach a state of excellence that they had never before experienced or imagined.

The children of New Orleans as well as its people are very fortunate to have this type of charter school as proposed by the Pelican Foundation open in our community. The children of New Orleans deserve no less than the extraordinary opportunity and education this charter school will provide. I have total and full confidence that the Pelican Foundation, its board and teachers can deliver a first-rate, high-quality education for its students.

I totally and completely support them in their efforts and have offered my services on a volunteer basis to do whatever is necessary to quickly and efficiently get this school going and get our much-deserving children the kind of excellence in education that is their right as citizens of New Orleans and the United States.

In almost every national category Louisiana usually comes in either dead last or near it. We now have an incredible opportunity to turn that around and it all starts in my view with education. We have the opportunity now to make the New Orleans public schools a model for the entire country. I firmly believe that the school or schools opened and run by the Pelican Foundation as well as the other excellent charter schools in our city will be the key to making that happen.

I urge you to not delay, give this school your blessing and champion on its way.

Sincerely

Richard Bienvenu

900 Burdette St. · New Orleans, LA · 70118 · 504-861-8252 · rbienvenu@aol.com

PELICAN FOUNDATION

# Delk & Morrison Inc. 320 Julia Street NEW ORLEANS, LA. U.S.A. 70130

Tel (504) 529-4939 Fax (504) 529-4985

rue@delkmorrison.com

August 22, 2006

To whom it may concern,

I am writing this letter in support of the Cosmos Foundation and their proposal to operate a charter school in the New Orleans area. I am familiar with the Harmony Science Academies in Texas and hope to see similar success duplicated within Orleans Parrish schools.

The Harmony curriculum is strong in Mathematics and Science and the schools are ranked as some of the highest performing schools in the state of Texas in both student performance and closing the achievement gap between student groups.

New Orleans public school students have long been underserved and I feel that the opportunity to attend a school based on so successful model would be an excellent opportunity not afforded many of our students in the past.

Most sincerely yours,

W.R. Morrison

PELICAN FOUNDATION

# Delk & Morrison Inc. 320 Julia Street NEW ORLEANS, LA. U.S.A. 70130

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Most sincerely yours,

W.R. Morrison

# I support the idea of opening a science /mathematics based Charter school by Pelican Foundation in New Orleans Parish Public Schools service area:

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I support the idea of opening a science/mathematics based charter school.

Pelican Education Foundation, in the New Orleans indepent school district service area

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I support the idea of opening a science/mathematics based charter school, Pelican Education Foundation, in the New Orleans indepent school district service area

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I support the idea of opening a science/mathematics based charter school, Pelican Education Foundation, in New Orleans independent school district service area

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I support the idea of opening a science/mathematics based charter school, Pelican Education Foundation, in New Orleans independent school district service area

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I support the idea of opening a science/mathematics based charter school.

Pelican Education Foundation, in the New Orleans indepent school district service area

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support the idea of opening a science/mathematics based charter school, Pelican Education Foundation, in the New Orleans indepent school district service area

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I support the idea of opening a science/mathematics based charter school, Pelican Education Foundation, in New Orleans independent school district service area

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I support the idea of opening a science/mathematics based charter school, Pelican Education Foundation, in New Orleans independent school district service area

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I support the idea of opening a science/mathematics based charter school, Pelican Education Foundation, in the New Orleans indepent school district service area.

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I support the idea of opening a science/mathematics based charter school Pelican Education Foundation, in the New Orleans indepent school district service are

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| Brandon Awkens          | O O A                 |
| LANICE KACKLEY          | Janice Tackley        |

I support the idea of opening a science/mathematics based charter school. Pelican Education Foundation, in the New Orleans indepent school district service area

|    | NAME               | 2 SIGNITURE       |
|----|--------------------|-------------------|
| 1  | Brittery Baken     | Bittier Bahan     |
| 2  | ElizabethMurray    | Elin Alum         |
| 3  | Lawrence Bradley   | Lavrence & Brutan |
| 4  | JAMRS M. Tubb      | Trubb             |
| 5  | GWENdolyn Jupi TER | Hwerlolyn Jeguten |
| 6  | Hopon SThouse      | Mo-               |
| 7  | Abie Axen          | Mille             |
| 8  | Joe Cillo          | Les Cillo         |
| 9  | Juanita Grimes     | Dianita Dumis     |
| 10 | Down & Smythic     | Dine Fittic       |
| 11 | Brionyorel Wells   | Briengant Well    |
| 12 | LAMRUN BATIZ       | Lauren Batis      |
| 13 | Sen Navyen         | Serengue          |
| 14 | Jessica Meanman    | glassico mesama   |
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| 16 | leigh Waring       | year warre        |
| 17 | Sacob Childs       | Sacel Bitt        |
| 18 | Jonte Thibodeaux   | Ante Thibrilean   |
| 19 | Serkan Ozel .      | I tellen          |
| 20 | & Japhani          | L' Jactiani       |
|    |                    | V                 |

# GOVERNANCE, MANAGEMENT, AND LEADERSHIP

- 26. Provide details regarding the composition of nonprofit governing board or local school board.
  - a. Include a Charter School Roster of Key Contacts (see *Appendix B*) for the governing board and key administrative leaders for the school.

# CHARTER SCHOOL ROSTER of KEY CONTACTS

Complete the following Roster for the Board of Directors and key administrative leaders and/or partners for the proposed school. Be sure to include titles and roles.

Name of Pelican Math & Science Schools

School(s): Name of

Nonprofit Pelican Educational Foundation, Inc.

**Corporation:** 

Primary Tevfik Kosar

**Contact Person:** 

Mailing 1324 Rue Desiree

Address: Baton Rouge, LA 70810

Phone: (225)650-5508 (cell) (day & eve.) (225)578-9483 (office)

Fax: (509)753-7231 Email: kosar@lsu.edu

### NONPROFIT BOARD OF DIRECTORS

Position: President

Name: Tevfik Kosar
Mailing Address: 1324 Rue Desiree

Baton Rouge, LA 70810

Phone: Cell phone : (225) 650-5508 (day & eve.) Work phone: (225) 578-9483

Fax: (509) 753-7231 Email: kosar@lsu.edu

Position: Vice President - 1

Name: Karen Fontenot

Mailing Address: 1143 N. General Pershing St.

Hammond, LA 70401

Phone: Home phone : (985) 542-2948 (day & eve.) Work phone : (985) 549-2105

Fax: (985) 549-5407 Email: kfontenot@selu.edu

Position: Vice President - 2

Name: Sadik Oner

Mailing Address: 1901 Perdido St

New Orleans, 70112

Phone: Home phone : (504) 888-31-43 (day & eve.) Work phone : (504) 568-6557

Fax: Email: sonermd@yahoo.com

Position: Educational Counsel

Name: Bobbie L. Stevenson

Mailing Address: 7232 West Tamaron Blvd.

New Orleans, LA 70128-4605

Phone: Home phone : (318) 402-2459 (day & eve.) Work phone : (504) 286-5190

Fax: Email: bstevens@suno.edu

Position: Legal Counsel

Name: Mark S. Smith

Mailing Address: 4800 Bancroft Drive

New Orleans, LA 70112

Phone: Home Phone : (504) 288-8422 (day & eve.) Work Phone : (504)734-3307

Fax: (504) 734-3095 Email: doleson12@cox.net

Position: Secretary

Name: Orhan Kizilkaya

Mailing Address: 5403 Nicholson Dr. Apt. B

Baton Rouge, LA 70820

Phone: (day & Home phone : (225) 769-6247 eve.) Work phone : (225) 578-0325

Fax: (225) 925-1795 Email: okizil1@lsu.edu

Position: Treasurer

Name: Adem Ozel

Mailing Address: 3603 Ole Miss Drive

Kenner, LA 70065

Phone: Home phone : (504) 463-0660 (day & eve.) Work phone : (504) 888-3143

Fax: Email: ademozel@hotmail.com

### SCHOOL PERSONNEL

**Principal** Mustafa Guvercin

Name:

| Phone   | Cell phone: (504) 338-44 | 47                         |  |  |  |  |
|---|--------------------------|----------------------------|--|--|--|--|
| (day/eve):  |                          |                            |  |  |  |  |
| Fax: (713) 541-68                                       | 72                       | Email: mguvercin@hsatx.org |  |  |  |  |
|   |                          |                            |  |  |  |  |
| Business  |                          |                            |  |  |  |  |
| Manager:  |                          |                            |  |  |  |  |
| Phone (day/eve):  |                          |                            |  |  |  |  |
| Fax:  |                          | Email:                     |  |  |  |  |
|   |                          |                            |  |  |  |  |
| <b>Certified Public</b>                                 |                          |                            |  |  |  |  |
| Accountant:   |                          |                            |  |  |  |  |
| Phone (day/eve):  |                          |                            |  |  |  |  |
| Fax:  |                          | Email:                     |  |  |  |  |
|   |                          |                            |  |  |  |  |
| OTHER AS APPLICABLE (school management entity, partner) |                          |                            |  |  |  |  |
|   | ETOTIBLE (Senoot manag   | Sement energy, partmer)    |  |  |  |  |
| <b>Contact Person:</b>                                  | Soner Tarim              |                            |  |  |  |  |
| Title/Position:   | Superintendent           |                            |  |  |  |  |
| Organization:   | Cosmos Foundation, Inc.  |                            |  |  |  |  |

# **Pelican Nonprofit Governing Board**

Fax: (713) 541-6872

Phone (day/eve): Cell phone: (832) 641-5588

The board of directors of the Pelican Foundation is dedicated to quality education and promotes science, mathematics, and educational technology in school environments. The primary purpose of the foundation is to organize and operate exclusively for charitable, educational, scientific and literary purposes. No part of its net earnings shall inure to the benefit of any private shareholder or individual, no substantial part of its activities shall conduct propaganda or otherwise attempting to influence legislation, and it shall not participate in or intervene in (including the publishing or distributing of statements), any political campaign on behalf of or in opposition to any candidate for public office.

Email: starim@hsatx.org

The Pelican Foundation governing board will provide the governance function, which encompasses legal responsibilities, general oversight, planning, policy-making and fiduciary obligations. The board of members will carry out their statutory responsibilities associated with operating the charter school in an efficient and ethical manner and in compliance with local and all other applicable state and federal laws and regulations.

The governing board's main goal is to ensure that all necessary resources are available to accomplish the mission and goals of the organization. Thus, the board will delegate to the appointed administrator authority and decision making responsibility for day-to-day operations of the school, including but not limited to: hiring and firing school staff, designing the school's curriculum, and creating the school's annual budget (subject to board approval). The governing board member's responsibilities include but are not limited to:

- Affirm the mission, goals and objectives,
- Attend regular and special board meetings,
- Provide leadership to board committees,
- Approve the budget,
- Commit time to developing financial resources for the School,
- Evaluate the performance of the School Leader,
- Approve employment and termination of all personnel,
- Establish and maintain all policies governing the operation of the charter school;
- Ensure that the school adheres to the mission and goals outlined in the charter,
- Hold the School Leader accountable for the academic success and fiscal responsibility of the school;
- Provide support to the school for additional fund-raising, marketing and other services as needs arise,
- Hear and render decisions on issues brought to the board's attention,
- Participate in disputes that are brought to the board's attention as they relate to the school's discipline policy, especially disputes arising in the areas of expulsion and long-term suspension,
- Handle complaints submitted to the board in a timely manner per the complaints process detailed in the charter application.
- Responsibly review and act upon committee recommendations brought to the board for action,
- Assist in identifying resources and attract resourceful people, and
- Advocate on behalf of the school by working to establish partnerships with community organizations, institutions of higher learning, nonprofit foundations and corporate entities that support education through noncommercial relationships.

Below are the names, contact information and short biographies of our governing board members, as well as their experience in relevant areas such as elementary and/or postsecondary education, administration and management in areas of business, finance, and law.

# **Governing Board Member #1:**

Name : Prof. TevfikKosar

Address : 1324 Rue Desiree Baton Rouge, LA 70810

Home phone : (225) 650-5508 Work phone : (225) 578-9483 Facsimile : (509) 753-7231 Email : kosar@lsu.edu

**Short Bio and Related Experience:** Dr. Tevfik Kosar has received his PhD in Computer Science from University of Wisconsin-Madison, and currently he is working as an Assistant Professor at the Center for Computation and Technology and in the Department of Computer Science at Louisiana State University. Dr. Kosar has served as the president of Mendota Educational Services & Consulting, LLC in Madison, WI between 2000-2006, and has profound experience in management and governance. Recently, Dr. Kosar has received a very competitive research grant in the amount of \$1Million from the National Science Foundation. He is also planning to write a series of grants related to K-12 education in the near future to be submitted the federal agencies such as NSF, DOE and AERA, which can provide additional funding to the Pelican Schools. Dr. Kosar also has solid background in improving the quality of education in colleges and universities. He has served (and continues to serve) in several committees regarding this at the university level, including the "Undergraduate Courses & Curriculum Committee" at Louisiana State University. In this committee, he designs new curriculum and new courses in order to improve the quality of education in the Computer Science Department. He also sees clearly especially in which areas the undergraduate students are lacking background when they first enter the college, and in which areas they should get better education during middle and high school years in order to succeed better later during their college education. Dr. Kosar's experience in higher education will be of crucial importance in developing new strategies for the improvement of quality of education in primary and secondary schools. Dr Kosar has also served as a volunteer at several elementary and secondary school activities such as science fairs, tutoring and consulting services.

### **Governing Board Member #2:**

Name : Prof. Karen Fontenot

Address : 1143 N. General Pershing St.

Hammond, LA 70401

Home phone : (985) 542-2948 Work phone : (985) 549-2105 Facsimile : (985) 549-5407 Email : kfontenot@selu.edu

**Short Bio and Related Experience:** Dr. Karen Fontenot has received her PhD in Communication, with a minor in Management, from Louisiana State University, and currently she is serving as the **department chair** of the Communications Department at Southeastern Louisiana University. Dr. Fontenot has over thirty years of experience in all levels of education. She has worked at the Louisiana Board of Regents, been a **classroom teacher** in elementary and high schools as well as a university professor. For the past seven years, she has been the head of SLU Department of Communications, where she has **managed faculty**, **staff**, and **budgets**. She has **developed curricula** for the department. She is currently involved in **developing a student advising program** for the university, and she is active in NACADA, the national advising organization. She has also been involved in many **policy making** committees in the campus. She has been giving seminars to Social Science Teachers on "How to teach Social Studies Classes in an Innovative Way in Middle and High Schools". Dr. Fontenot has been principal investigator (PI) on many funded projects such as "SLU Innovative Teaching Initiative", and "Integrating New Technology into the Communication Curriculum" sponsored by LA Board of Regents. She has served as editor at different journals, as panel chair at several conferences, and as a **consultant** to different state and federal agencies including Louisiana Department of Education.

# **Governing Board Member #3:**

Name : Prof. Bobbie Stevenson

Address : 7232 West Tamaron Blvd. New Orleans, LA 70128-4605

Home phone : (318) 402-2459 Work phone : (504) 286-5190 Email : bstevens@suno.edu

**Short Bio and Related Experience:** Dr. Bobbie Stevenson has received her B.S in English Education from Southern University, her **M.Ed. in Curriculum and Instruction** 

University of New Orleans, and her Ed.D. in Educational Administration from University of Virginia. Since 1966, she has been involved in almost all levels of primary and secondary education. She worked as a secondary school English instructor, as a staff development teacher, as an area leader for secondary staff development, as a curriculum coordinator for middle/junior high schools, as an instructional and curriculum specialist before she has started her academic career where she became the executive vice chancellor of Southern University at New Orleans. She has been actively involved in service committees to represent minorities and underrepresented groups, such as Advisory board of the Center for African American Studies, and the Minority and Multicultural Advocacy Committee. She has received several outstanding awards such as Greater New Orleans YMCA Role Model in the Field of Education, Woman of the Year, and Twenty Years Outstanding Service to the New Orleans Public Schools Award.

# **Governing Board Member #4:**

Name : Mr. Mark Smith

Address : 4800 Bancroft Drive New Orleans, LA 70112

Home Phone : (504) 288-8422 Work Phone : (504)734-3307 Email : doleson12@cox.net

Short Bio and Related Experience: Mr. Mark Smith has received his Law Degree from Southern University Law Center, and since 2001 he has been working as the Legislative & Congressional Liaison and the Entertainment Industry Cluster Director for the Louisiana Department of Economic Development. Mr. Smith fathered the film tax credit idea, which has brought millions of dollars into the state. He served as Assistant Secretary and General Counsel for the Louisiana Department of Culture, Recreation and Tourism. Mr. Smith has profound experience with legal issues, policies, law and management. As Entertainment Industry Cluster Director, he provided executive management, policy and administrative oversight of the state's strategic plan for the development and sustainability of the state's entertainment industry. As Deputy Secretary, he served as policy and legal advisor to the Lt. Governor and the Secretary of DCRT. His primary areas of legal duties included: drafting and reviewing cooperative endeavor agreements and state contracts; registering service marks; public ethics;

**governmental employment law;** historic preservation law; media/entertainment law; **nonprofit law;** and the interpretation of administrative rules, regulations and legislation. As somebody born and raised in New Orleans, and still living there, Mr. Smith is committed to use his experience and relations for the success of Pelican Schools and for the improvement of the quality of education in New Orleans.

### **Governing Board Member #5:**

Name : Dr. Orhan Kizilkaya

Address : 5403 Nicholson Dr. Apt. B Baton Rouge, LA 70820

Home phone : (225) 769-6247 Work phone : (225) 578-0325 Facsimile : (225) 925-1795 Email : okizil1@lsu.edu

Short Bio and Related Experience: Dr. Orhan Kizilkaya has received his PhD in Physics from Louisiana State University, and currently he is working as a research associate at the Center for Advanced Microstructures and Devices (CAMD) of Louisiana State University (LSU). Dr. Kizilkaya has participated in many elementary and secondary school activities as a volunteer. He has served in the summer workshops organized by LSU for elementary and secondary students in Baton Rouge. He has served in a girl's scout camp organized by CBM2 and CAMD, and demonstrated Liquid Nitrogen and states of matter experiments at the basic level. He has served as a judge the Middle and High School Science fairs.

# **Governing Board Member #6:**

Name : Dr. Sadik Oner

Address : 1901 Perdido St. New Orleans, 70112

Home phone : (504) 888-3143 Work phone : (504) 568-6557

Email : sonermd@yahoo.com

Short Bio and Related Experience: Dr. Sadik Oner has received his PhD in Clinical Pharmacology and Medicine from Ankara University, and currently he is working as a postdoctoral researcher at the LSU Health Science Center in New Orleans. Dr. Oner sees the low quality of education in New Orleans as the primary reasons for poverty and high crime rate in the city. For this purpose, he has **dedicated** himself for the improvement of the quality of education in New Orleans and has been involved in many **volunteer** 

activities for this purpose.

### **Governing Board Member #7:**

Name : Mr. Adem Ozel

Address : 3603 Ole Miss Drive Kenner, LA 70065

Home phone : (504) 463-0660 Work phone : (504) 888-3143

Email : ademozel@hotmail.com

**Short Bio and Related Experience:** Mr. Adem Ozel has received his Master's degree in Coastal Geology from University of New Orleans. He has been living in New Orleans for several years and established his own business in the city. As a **local businessman**, he wants to contribute to the education in New Orleans. He has very close connections with the local businesses and the community in the city. Mr. Ozel has also a long **teaching experience**. He has served as a teacher for more than six years, and wants to contribute to the Pelican efforts using his experience.

# **Advisory Board**

In addition to the governing board, the Pelican Foundation has formed an Advisory Board (AB) to include additional stakeholders (i.e., educational and financial professionals regarding school operation) to reach out community members and also seek their expertise when necessary. The governing board has and will have the final authority to elect or approve members of the Advisory Board. The members of the governing board understand that the ultimate responsibility lies within its governing body. And therefore members of the governing board are accountable to the Louisiana Department of Education.

The AB may have up to nine (9) members. The number of the directors in the AB may be increased or decreased as needed by amendments. The school principals shall sit in AB meetings as a non voting member to inform them of daily operation. The governing board members can join to the AB meetings as voting members if they feel necessary. The members of AB will play an active role in the activities of the subcommittees listed below:

Academic Policy: Reviews curriculum to ensure compliance with the mission of

the school; recommends policy changes to the Governing Board where appropriate; and participates in the development of program development and evaluation,

**Community Relations:** Seeks out active involvement of the community, and **Facilities and Equipment:** Determines space and equipment needs and costs associated therewith; develops plans for any necessary renovations to campuses. **Fund Raising:** Members will develop and implement a fund raising activities to support the schools.

Below are the names, contact information and short biographies of our AB members, as well as their experience in relevant areas such as elementary and/or postsecondary education, administration and management in areas of business, finance, and law:

# **Advisory Board Member #1:**

Name : Prof. Michael Fontenot

Address : 1143 N. General Pershing St. Hammond, LA 70401

Home phone : (985) 542-2948 Work phone : (225) 771-4500

Short Bio and Related Experience: Dr. Michael Fontenot has received his PhD in History from Louisiana State University, and he is currently working as a full professor of History at Southern University. In the past, he has worked as Social Sciences Teacher at Sacred Heart High School, Ville Platte, LA. He has many publications in the areas of history and social sciences, including "Charismatic, Traditional, and Rational-Legal Leadership", "Creating Community in the Cyber Classroom: Strategies for Success in Teaching On-Line Classes", "Communicating Change to Students: Cross-disciplinary Approaches to the Teaching of History", "Intercultural Training", and "The Role of Culture in Rhetorical Invention and Compliance Gaining: A Case Study of Intercultural Communication". Dr. Fontenot is also Co-Principal Investigator and Project Manager, LAQSF Grant for Educational Enhancement, Recipient of a 1999 Curriculum Development Grant, recipient for a workshop grant in Web-based instruction from Southern University Office of Research and Strategic Initiatives (ORSI).

### **Advisory Board Member #2:**

Name : Prof. Eugene Kennedy

Address : 111 P. Peabody Hall, LSU Baton Rouge, LA 70803

Phone : (225)-578-2193 Email : ekennedy@lsu.edu

Short Bio and Related Experience: Dr. Eugene Kennedy has received his PhD in Education from University of South Carolina, and he is currently working as an Associate Professor at the Department of Education Leadership, Research and Counseling at LSU. Dr. Kennedy has served as the **department chair** at the same department for many years. His PhD thesis is on "The Relationship of Social Class Background to Academic Achievement for a Cohort of Public Primary School Students". Dr. Kennedy worked as an Education Program Specialist for the South Carolina Department of **Education** for several years. His duties included design and implementation of a system to categorize public schools in the state, and consultant activities for programs related to school effectiveness and school performance reporting; annual evaluation of state program for remedial and compensatory education, and analysis and reporting of data from statewide testing program. Dr. Kennedy has more than hundred scientific **publications in the area of education.** Some of his published papers include "A study of race and gender differences among middle school students", "Evaluation of classroom assessment practices", "Measurement of self-perception in multiracial context", "A multilevel study of elementary male black students and white students", "The relationship of effective schools indicators and change in the social distribution of achievement", and "Accelerated schools for at-risk children". Dr. Kennedy has also written several books, including a book on "Raising test scores for all students". He has served as principal investigator on many grants including "Technical Analysis of the Louisiana School Accountability System, and "School Effectiveness and Assistance Pilot" sponsored by Louisiana Department of Education.

# **Advisory Board Member #3:**

Name : Prof. Hasan Mahadallah

Address : 3350 Wyoming Street #208 Baton Rouge, LA 70802

Home Phone : (225) 336-1337 Work Phone : (225) 771-3210

Email : mahadallah@yahoo.com

**Short Bio and Related Experience:** Dr. Hasan Mahadallah has received his Ph.D. in Political Science from Tulane University, New Orleans, and currently working as an

Associate Professor in the Department of Political Science at Southern University. Dr. Mahadallah is a **member of African Studies Association**, and has published several scientific papers in this area.

### **Advisory Board Member #4:**

Name: Mr. Zaheer Poptani

Address: 2237 South Acadian Thruway, Suite 605 Baton Rouge, LA 70808

Work Phone: (225) 769-7483 Email: poptani@gmail.com

**Short Bio and Related Experience:** Mr. Poptani has received his Master of Business Administration from Louisiana State University, and he is currently working as a **financial advisor** for Dent Asset Management, managing more than 120 Million Dollars for individuals, families, and institutions. Mr. Poptani especially has experience in **fund raising opportunities and activities**.

# Advisory Board Member #5: (pending approval)

Name : Prof. Alex Johnson

Address : 615 City Park Avenue New Orleans, LA 70119

Phone : 504-361-6609 Fax : 504-361-6697 Email : ajohns1@dcc.edu

Short Bio and Related Experience: Dr. Alex Johnson is the Chancellor of the Delgado Community College in New Orleans. Prior to being named chancellor of **Delgado** in December 2003, Dr. Johnson was president of the 8,000-student Cuyahoga Community College Metropolitan Campus for a decade. He is widely published with articles on administration and curriculum and a variety of book reviews and reports covering education and community college issues. He is the recipient of several honors and awards, including the Frank G. Jackson, Mayor of Cleveland, Ohio Visionary Award in 2003; the Innovator of the Year Award from the League for Innovation in the Community College; and the Phi Theta Kappa national honor society's President of the Year Award, 1999-2000. Dr. Johnson holds a doctorate in curriculum and instruction from Penn State University; a Master's degree in early childhood education from Lehman College in the Bronx, N.Y.; and a Bachelor's degree in intermediate education from Winston-Salem State University in North Carolina. Dr. Johnson has contributed his

expertise to the citywide hurricane recovery effort as a member of Mayor C. Ray Nagin's "Bringing Back New Orleans Commission," where he serves as chair of the workforce subcommittee and as a member of the education, strategic healthcare issues, and economic development steering committees.

# **Advisory Board member #6:**

This position is currently empty and will be filled with a qualified board member selected among the parents and other community members.

# **Advisory Board member #7:**

This position is currently empty and will be filled with a qualified board member selected among the parents and other community members.

# **Advisory Board member #8:**

This position is currently empty and will be filled with a qualified board member selected among the parents and other community members.

# **Advisory Board member #9:**

This position is currently empty and will be filled with a qualified board member selected among the parents and other community members.

b. Provide resumes for each governing board member.

# BIOGRAPHICAL AFFIDAVIT

In connection with the organization and charter school application, I herewith make representations and supply information about myself as hereinafter set forth.

| Nonprofit Corporation Name   | PELICAN EDUCATIONAL FOUNDATION, INC                      |                |  |
|--|--|----------------|--|
| Name of Proposed Charter   | PELICAN MATH & SCIENCE ACADEMIES                         |                |  |
| Full Name:   | Orhan Kizilkaya  |                |  |
| Maiden Name or other names used at<br>any time: Have you ever had your name<br>changed or used another name? If yes, give  |  |                |  |
| reason.  | N/A<br>5403 Nicholson Dr. Apt#B Baton Rouge, LA<br>70820 |                |  |
|  |  |                |  |
| Current Home Address:  |  |                |  |
| Current Telephone Number:  | 225-5780325  |                |  |
| Date of Birth:   | 04/20/1971   |                |  |
| AND THE SECOND S |  | YEAR           |  |
| EDUCATION LEVEL  | SCHOOL NAME  | COMPLETED      |  |
| ☐ High School  | 3,3,4,4,4,4,4,4,4,4,4,4,4,4,4,4,4,4,4,4                  |                |  |
| ☐ College  |  |                |  |
| XGraduate Studies  |  |                |  |
| ☐ Other  | Louisiana State University                               | 2003           |  |
| List of Professional Organization  |  |                |  |
| Membership(s) and/or Associations  | American Physics Society                                 |                |  |
| Present Employer may be contacted:   | X YES  |                |  |
|  | □ NO   | and the second |  |
| List previous experience with a school dis<br>organization, nonprofit corporation and/   |  | nal management |  |
| DATES ORGANIZATION/SCHOOL  | ADDRESS  | POSITION       |  |
|  |  |                |  |
|  |  |                |  |

List any professional, occupational, or vocational licenses and/or certificates issued by any public or governmental licensing agency or regulatory authority that you presently hold or have held in the past.

ISSUE ISSUER OF EXPIRATION DATE

LICENSE/CERTIFICATE LICENCE/CERTIFICATE DATE

# BIOGRAPHICAL AFFIDAVIT

| During the last ten (10) years, have you ever been refused a professional, occupational or vocational license by any public or governmental licensing agency or regulatory authority, or   |
|--|
| has such license held by you ever been suspended or revoked?  □ YES IF YES, GIVE DETAILS:  |
| XNO  |
| Have you ever been convicted or pled nolo contender to a crime listed in LA-R.S. 15:587.1(c)   |
| or to a crime related to misappropriation of funds or theft?  ☐ YES IF YES, GIVE DETAILS:  XNO   |
| Have you ever been adjudged bankrupt?  ☐ YES IF YES, GIVE DETAILS:  XNO  |
| Have you ever been an officer, director, trustee, investment committee member, key employee, or controlling stockholder of any business, which, while you occupied any such position or capacity with respect to it, became insolvent, declared bankruptcy, or was placed under supervision or in receivership, rehabilitation, liquidation or conservatorship?  YES IF YES, GIVE DETAILS: |
| Please indicate how you became aware of the proposed charter school and the opportunity to serve as a member of its board if it is chartered.  |
| I AM ONE OF THE BOARD MEMBERS OF PELICAN EDUCATIONAL FOUNDATION WHICH IS APPLYING TO PROPOSED CHARTER SCHOOL.  |
| Please explain why you wish to serve on the board.  I HAVE STRONG EDUCATIONAL EXPERIENCES AT HIGHER EDUCATION AND PROFOUND KNOWLEDGE ON TODAY'S TECHNOLOGY. I WOULD LIKE TO FACILITATE THESE EXPERIENCES AND ETHICS IN LOUISIANA EDUCATIONAL SYSTEM.   |
| Please indicate your understanding of the appropriate role of a public charter school board member.  |
| A BOARD MEMBER SHOULD MAKE SURE THAT SCHOOL HAS A PRODUCTIVE AND FRIENDLY ENVIRONMENT FOR STUDENTS AND TEACHERS AND THAT ENVIRONMENT IMPULSE STUDENTS'S MIND TO NEW SCIENTIFIC IMPROVEMENTS.   |
| Please indicate specifically the knowledge and experience that you would bring to the board. SINCE I HAVE BEEN ALMOST IN ALL LEVEL OF EDUCATION SYSTEMS, I HAVE NOTEWORTHY EXPERIENCES, I HAVE BEEN INVOLVED MANY SCIENTIFIC WORKSHOP AND RECITATION CLASSES, I WOULD INSIST AND MAKE  |
| SUCCESSFUL OF TEACHING OF MATH AND SCIENCE DISCIPLINES IN A WAY THATTHEY BECOME ATTARCTIVE AND EXCITING TO LEARN. Please provide a forecast of where you see the school in one year and then again in four years. IN THE FIRST YEAR, I WILL ENCOURAGE ADMINISTARATION AND SCHOOL STAFF TO BECOME ONE OF THE SUCCESSFUL SCHOOLS IN THE CITY. TO   |
| STATE TO BECOME ONE OF THE SUCCESSFUE SCHOOLS IN THE CITY. TO  |

AMONG STUDENTS, PARENTS, AND SCHOOL. IN FOUR YEARS, STUDENTS AND SCHOOL STAFF SHOULD FOCUS ON THE SCIENTIFIC AND MATH COMPETIONS IN THE LOCAL AND NATIONAL LEVELS.

Provide your understanding of the school's mission and/or philosophy.

THE SCHOOL'S MISSION WILL BE TO PREPARESTUDENTS FOR ACADEMIC SUCCESS IN THEIR FUTURE EDUCATION AND PREPARE THEM TO BE EFFECTIVE, RESPONSIBLE AND PRODUCTIVE CITIZENS.

Indicate if you are familiar with the educational program that the school proposes to utilize.

DUE TO MY AMBITION AND KNOWLEDGE ON EDUCATION SYSTEMS, I AM
HIGHLY FAMILIAR WITH EDUCATIONAL PROGRAM.

Please indicate what you believe to be the characteristics of a successful school. What specific steps do you think the board of the school will need to take to ensure that this school is successful?

SCHOOL ENCOURAGE STUDENTS TO BE OPEN-MINDED, WELL-EDUCATED, GOAL ORIENTED AND IMPULSE THEM TO BE AN INSPIRATIONAL PERSON.

### BIOGRAPHICAL AFFIDAVIT

How would you handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family)? THERE WOULD BE NO TOLERANCE TO A BOARD MEMBERWHO IS INVOLVED IN SELF-DEALING.EXCLUSION OF THE BOARD MEMBER WILL BE DEMANDED. If you or your spouse know any people already known to be prospective school employees or anyone that plans to do business with the school (including an education service provider), please so indicate and describe the relationship and nature of potential business. NO SCHOOL DECISION HAS BEEN MADE ON THE SCHOOL EMPLOYEES. Please indicate if you foresee any potential ethical or legal conflicts of interests should you serve on the school's board. NO. Have you ever been convicted or pled nolo contender to a crime listed in LA-R.S. 15:587.1(c) or to a crime related to misappropriation of funds or theft? ☐ YES IF YES, GIVE DETAILS: XNO Have you ever been adjudged bankrupt? ☐ YES IF YES, GIVE DETAILS: Have you ever been an officer, director, trustee, investment committee member, key employee, or controlling stockholder of any business, which, while you occupied any such position or capacity with respect to it, became insolvent, declared bankruptcy, or was placed under supervision or in receivership, rehabilitation, liquidation or conservatorship? YES IF YES, GIVE DETAILS: XNO As a member of a charter school board of directors, do you understand that you are subject to the Louisiana code of Governmental Ethics, LA-R.S. 42:1101 et seq., and actions taken by you in your capacity as a board member should not be inconsistent with such Code? HAVE YOU OBTAINED A COPY OF AND REVIEWED THE LOUISIANA CODE OF

GOVERNMENTAL ETHICS? Yes

# ASSURANCE FORM (must be notarized)

AS A MEMBER OF THE BOARD OF DIRECTORS OF A NONPROFIT CORPORATION OPERATING A CHARTER SCHOOL, I UNDERSTAND THAT I AM ULTIMATELY RESPONSIBLE FOR ALL OF THE FOLLOWING RELATING TO THE OPERATION OF THE CHARTER SCHOOL:

- management and administrative practices;
- compliance with generally accepted accounting principles and generally accepted standards of fiscal management;
- financial accounting reporting requirements, including audit requirements;
- student and school performance;
- compliance with special education and Limited English Proficient (LEP) program requirements;
- compliance with state and federal grant programs, including all reporting requirements;
- all BESE and Department of Education reporting requirements, including student count reporting;
- reporting annual school and student performance to students, parents and the public;
- compliance with all applicable state and federal law, rules and regulations applicable to charter schools; and
- · compliance with all terms of the charter agreement.

I hereby certify under penalty of perjury that I am acting on my own behalf, and that the foregoing statements are true and correct to the best of my knowledge and belief.

Subscribed and sworn before me, the undersigned Notary Public, this

day of November, 2006 at Baton Kouse, Louisiana

NOTARY PUBLIC

MARK B. SMITH
NOTARY PUBLICA
BEATE OF LOUISIANA
PARISH OF EAST BATON ROUGE
COMMISSION EXPIRES WITH LIFE

### BIOGRAPHICAL AFFIDAVIT

In connection with the organization and charter school application, I herewith make representations and supply information about myself as hereinafter set forth.

Nonprofit Corporation Name PELICAN EDUCATIONAL FOUNDATION, INC

Name of Proposed Charter PELICAN MATH & SCIENCE ACADEMIES

Full Name: Adem Ozel

Maiden Name or other names used at any time: Have you ever had your name changed or used another name? If yes, give reason.

Current Home Address: 3603 Ole Miss Drive, Kenner, LA, 70065

Current Telephone Number: 504-339-5535

Date of Birth: 10/01/1956

EDUCATION LEVEL SCHOOL NAME YEAR COMPLETED

☐ High School B.S. degree in Geomorphology

X College and Geography,
 ☐ Graduate Studies (M.S.)
 Aegean University

Other Other

List of Professional Organization Membership(s) and/or Associations

Present Employer may be contacted: X YES

List previous experience with a school district, charter school, educational management organization, nonprofit corporation and/or school board.

DATES ORGANIZATION/SCHOOL ADDRESS POSITION

List any professional, occupational, or vocational licenses and/or certificates issued by any public or governmental licensing agency or regulatory authority that you presently hold or have held in the past.

ISSUE ISSUER OF EXPIRATION
DATE LICENSE/CERTIFICATE LICENCE/CERTIFICATE DATE

### BIOGRAPHICAL AFFIDAVIT

|                                 | the last ten (10) years, have you ever been refused a professional, occupational or nal license by any public or governmental licensing agency or regulatory authority, or  |
|---------------------------------|---|
|                                 | h license held by you ever been suspended or revoked?   |
| 0.3                             | YES IF YES, GIVE DETAILS:   |
| X                               | NO  |
| or to a c                       | on ever been convicted or pled noto contender to a crime listed in LA-R.S. 15:587.1(c) crime related to misappropriation of funds or theft?   |
|                                 | YES IF YES, GIVE DETAILS:   |
| X :                             |   |
| Have yo                         | ou ever been adjudged bankrupt?   |
| U 7                             | YES IF YES, GIVE DETAILS:   |
| X                               | NO  |
| employe<br>position<br>under st | ou ever been an officer, director, trustee, investment committee member, key ee, or controlling stockholder of any business, which, while you occupied any such or capacity with respect to it, became insolvent, declared bankruptcy, or was placed upervision or in receivership, rehabilitation, liquidation or conservatorship? YES IF YES, GIVE DETAILS: |
|                                 |   |
|                                 | ndicate how you became aware of the proposed charter school and the opportunity to  |
| distance of the sale of         | a mambay of its board if it is about and  |

I know the other board members through professional relationship.

# Please explain why you wish to serve on the board.

Education is very important for our children and I would like to serve to improve the quality of education in the City of New Orleans and in the state of Louisiana where I live. Therefore I would like to serve on the board of Pelican Foundation.

# Please indicate your understanding of the appropriate role of a public charter school board member.

A public charter school board member's duties include overseeing the overall management of the schools, appointing the administration of the charter school; determining the vision and mission of the charter school; interacting with students, parents and teachers; attending the board meetings regularly; and making sure that the funds of the school are collected and spent wisely and efficiently.

### Please indicate specifically the knowledge and experience that you would bring to the board.

I have previously served as a teacher for several years. I have experience in designing and improving curriculum, helping students of special needs and in bringing new strategies to the educational system.

# Please provide a forecast of where you see the school in one year and then again in four years.

In one year, I see a school with new and efficient resources where the students will be able to get the best education. In four years, I am sure we will be the best school in the city and maybe even in the state.

# Provide your understanding of the school's mission and/or philosophy.

The mission of the school is to prepare students for academic success in their future education, enable students to have a broad spectrum of options for their future endeavors, and to prepare them to be effective, responsible and productive citizens.

The educational philosophy of the school is that school exists for the welfare and dignity of the child. Education is student-centered and each child is recognized as a unique individual with unique interests, needs and abilities.

# Indicate if you are familiar with the educational program that the school proposes to utilize.

Yes, I'm familiar with the educational program that the school is proposing to use.

Please indicate what you believe to be the characteristics of a successful school. What specific steps do you think the board of the school will need to take to ensure that this school is successful?

A successful school should have a very good program and curriculum, a visionary mission, good relationship between school staff and parents, dedicated teachers, and capable leaders. The board should first of all bring the best leaders possible in charge of the school. It should ensure that the school has a state-of-the-art program and curriculum, and best teachers available. It should regularly interact with school staff, parents and students; listen to them; and try to honor their requests.

### BIOGRAPHICAL AFFIDAVIT

How would you handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family)?

I would definitely not allow that and take the necessary legal actions.

If you or your spouse know any people already known to be prospective school employees or anyone that plans to do business with the school (including an education service provider), please so indicate and describe the relationship and nature of potential business.

No, we did not know any of them before.

Please indicate if you foresee any potential ethical or legal conflicts of interests should you serve on the school's board.

No.

Have you ever been convicted or pled nolo contender to a crime listed in LA-R.S. 15:587.1(c) or to a crime related to misappropriation of funds or theft?

YES IF YES, GIVE DETAILS:

X NO

Have you ever been adjudged bankrupt?

YES IF YES, GIVE DETAILS:

X NO

Have you ever been an officer, director, trustee, investment committee member, key employee, or controlling stockholder of any business, which, while you occupied any such position or capacity with respect to it, became insolvent, declared bankruptcy, or was placed under supervision or in receivership, rehabilitation, liquidation or conservatorship?

□ YES IF YES, GIVE DETAILS:

X NO

As a member of a charter school board of directors, do you understand that you are subject to the Louisiana code of Governmental Ethics, LA-R.S. 42:1101 et seq., and actions taken by you in your capacity as a board member should not be inconsistent with such Code?

X HAVE YOU OBTAINED A COPY OF AND REVIEWED THE LOUISIANA CODE OF GOVERNMENTAL ETHICS?

# ASSURANCE FORM (must be notarized)

AS A MEMBER OF THE BOARD OF DIRECTORS OF A NONPROFIT CORPORATION OPERATING A CHARTER SCHOOL, I UNDERSTAND THAT I AM ULTIMATELY RESPONSIBLE FOR ALL OF THE FOLLOWING RELATING TO THE OPERATION OF THE CHARTER SCHOOL:

- management and administrative practices;
- compliance with generally accepted accounting principles and generally accepted standards of fiscal management;
- financial accounting reporting requirements, including audit requirements;
- student and school performance:
- compliance with special education and Limited English Proficient (LEP) program requirements;
- compliance with state and federal grant programs, including all reporting requirements;
- all BESE and Department of Education reporting requirements, including student count reporting;
- reporting annual school and student performance to students, parents and the public;
- compliance with all applicable state and federal law, rules and regulations applicable to charter schools; and
- compliance with all terms of the charter agreement.

I hereby certify under penalty of perjury that I am acting on my own behalf, and that the foregoing statements are true and correct to the best of my knowledge and belief.

Subscribed and sworn before me, the undersigned Notary Public, this

day of NOVember, 20 OGat Baton RUJE, Louisiana.

NOTARY PUBLIC

OFFICIAL SEAL
MARK S. SMITH
NOTARY PUBLIC
STATE OF LOUISIANA
PARISH OF EAST BATON ROUGE
COMMISSION EXPIRES WITH LIFE

- c. Describe the roles and responsibilities each of the following have played in the application design, development and implementation of the school for the following:
  - Board Officers
  - Individual Board Members
  - Committees

# Roles and Responsibilities of each Board Member

The Board of directors of the Pelican Educational Foundation will carry out its statutory responsibilities associated with operating the charter school in an efficient and ethical manner and in compliance with local and other applicable state and federal laws. The Board of directors shall always consist of no fewer than five (5) voting members and shall meet no fewer than 10 times per year. The officers of the foundation shall be a president, two vice presidents, a secretary, and a treasurer. The board members may create additional officer positions, define the authority and duties of each such position, and elect or appoint persons to fill the positions. Any two or more offices may by the same person, except the offices of president and secretary.

Each officer of the foundation played an important role during the establishment of the organization and also during the application design and development. The officers of the Pelican Educational Foundation and their role and responsibilities of each of those positions are detailed below:

President : Dr. Tevfik Kosar
Vice President 1 : Dr. Karen Fontenot
Vice President 2 : Dr. Sadik Oner

Education Counsel: Dr. Bobbie Stevenson
Legal Counsel: Mr. Mark Smith
Secretary: Dr. Orhan Kizilkaya
Treasurer: Mr. Adem Ozel

Advisor
Advisor
Advisor
Advisor
Dr. Eugene Kennedy
Dr. Hasan Mahadallah
Advisor
Mr. Zaheer Poptani
Dr. Alex Johnson

<u>President</u>: The president shall be the chief executive officer of the foundation and to ensure that the mission of the school is being fulfilled at all times. The president shall

supervise and control all of the business and affairs of the foundation. The president shall preside at all meetings of the members and of the Board of directors. The president may execute any deeds, mortgages, bonds, contracts, or other instruments that the Board of directors has authorized to be executed. However, the president may not execute instruments on behalf of the Corporation if this power is expressly delegated to another officer or agent of the Corporation by the Board of directors, the bylaws, or statute. The president shall perform other duties prescribed by the Board of directors and all duties incident to the office of president.

**Vice President:** The role of Vice President is to serve as chief executive officer when the president is absent or unable to act, or refuses to act, a vice president shall perform the duties of the president. When a vice president acts in place of the president, the vice president shall have all the powers of and be subject to all the restrictions upon the president. If there is more than one vice president, the vice presidents shall act in place of the president in the order of the votes received when elected. A vice president shall perform other duties as assigned by the president or Board of directors.

**Secretary:** The role of the Secretary is to administrate documentation and communication of Board activities. The Secretary shall:

- Give all notices as provided in the bylaws or as required by law;
- Take minutes of the meetings of the members and the Board of directors and keep the minutes as part of the corporate records.;
- Maintain custody of the corporate records and of the seal of the Corporation;
- Prepare any correspondence the Board deems necessary:
- Maintain a calendar of all scheduled board meetings; and
- Perform duties as assigned by the president or by the Board of directors.

<u>Treasurer:</u> The role of the Treasurer is to oversee the financial processes of the foundation and the proposed school to ensure that: 1) the corporation is fiscally stable; and 2) all transactions are documented in accordance with GAAP principles. The treasurer shall:

 Have charge and custody of and be responsible for all funds and securities of the Corporation;

- Oversee the implementation and management of school budget;
- Maintain the financial books and record of the Corporation;
- Prepare financial reports;
- Perform other duties as assigned by the president or by the Board of directors.
- Review the school's annual budget periodically;
- Oversee the preparation of monthly accounting statements to the Board of Trustees; and
- Oversee the preparation of the school's annual financial statements including an income statement, balance sheet and cash flow statement.

The Board shall be notified of progress in the areas of academics, finance and parental involvement via monthly meetings by the school administrators. All information provided by the school administrators will be verified by random, spot checks by a designated member of the Board of directors. Academic reports must take the form of results from the most recent state, city or teacher-generated tests and must benchmark these results to the school's prior results. The Board of directors will randomly participate in faculty, parent, and administrators meetings.

We have formed three committees in order to more efficiently pursue the planning, instruction, and finance related activities of the board (please see the responsibilities of board members above for details).

### **Planning Committee:**

- Chair: Dr. Tevfik Kosar, Governing Board Member
- Dr. Sadik Oner, Governing Board Member
- Mr. Mark Smith, Governing Board Member
- Dr. Michael Fontenot, Advisory Board Member

### **Instruction Committee:**

- Chair: Dr. Karen Fontenot, Governing Board Member
- Dr. Bobbie Stevenson, Governing Board Member
- Dr. Eugene Kennedy, Advisory Board Member
- Dr. Alex Johnson, Advisory Board Member
- Mrs. Leah Khan, LA certified teacher

### **Finance Committee:**

- Chair: Dr. Orhan Kizilkaya, Governing Board Member
- Mr. Adem Ozel, Governing Board Member
- Mr. Zaheer Poptani, Advisory Board Member
- Dr. Hasan Mahadallah, Advisory Board Member

Upon approval, the principals of each school will be joining these committees as well. Additionally, selected representatives of teachers, staff, parents, community members, and other professionals will be invited to the committee meetings depending on the agenda items. The committees will make suggestions to the governing board, and the final decision will be made by the governing board. The resumes for the governing and advisory board members as well as the teachers involved in the development of the proposal are attached.

- 27. Describe the intended policies and procedures that will be used by the board to govern the proposed school.
  - a. Provide a board-approved set of by-laws for the nonprofit corporation, which includes the following:
    - officer positions designated and the manner in which officers are selected and removed from office;

The officers of the Corporation shall be a president, two vice presidents, a secretary, and a treasurer. The Board of Directors may create additional officer positions, define the authority and duties of each such position, and elect or appoint persons to fill the positions. Any two or more offices may by the same person, except the offices of president and secretary.

*Election of Officers:* The officers of the Corporation shall be elected annually by the Board of Directors at the regular annual meeting of the Board of Directors. If the election of officers is not held at this meeting, the election shall be held as soon thereafter as conveniently as possible. Each officer shall hold office until a successor is duly selected and qualified. An officer may be elected to succeed himself or herself in the same office.

**Removal of Officers:** Any officer elected or appointed by the Board of Directors may be removed by the Board of Directors with or without good cause. The removal of an officer shall be without prejudice to the contract rights, if any, of the officer.

• the manner in which members of the governing body are recruited and selected:

*Election of Directors:* A person who meets the qualification requirements to be a director and who has been duly nominated may be elected as director. Directors shall be elected by the vote of a majority of the Board of Directors. Each director shall hold office until a successor is qualified and elected. A director may – not be elected to succeed himself or herself as director.

Removal of Directors: The Board of Directors or members may vote to remove a director at any time, only for good cause. Good cause for removal of a director shall include the unexcused failure to attend four consecutive meetings of the Board of Directors. A meeting to consider the removal of a director may be called and noticed following the procedures provided in the bylaws. The notice of the meeting shall state the issue of possible removal of the director that will be on the agenda the notice shall state the possible cause for removal. The director shall have the right to be represented by an attorney at and before the meeting. At the meeting, the Corporation shall consider possible arrangements for resolving the problems that are I the mutual interest of the Corporation and the director. A director may be removed by the affirmative vote of fifty (50) percent of the Board of Directors.

• the manner in which vacancies on the governing body are filled;

*Vacancies:* Any vacancy occurring in the Board of Directors, and any director position to be filled due to an increase in the number of directors, shall be filled by the Board of Directors. A vacancy is filled by the affirmative vote of a majority of the remaining directors, even if it is less than a quorum of the Board of Directors, or if it is a sole remaining director. A director elected to fill a vacancy shall be elected for the unexpired term of the predecessor in office.

the term for which members of the governing body serve;
 and

**Terms:** The officers of the Corporation shall be elected annually by the Board of Directors at the regular annual meeting of the Board of Directors. If the election of officers is not held at this meeting, the election shall be held as soon thereafter as conveniently as possible. Each officer shall hold office until a successor is duly selected and qualified. An officer may be elected to succeed himself or herself in the same office

By-laws should indicate the committees that the corporation would create, e.g., audit, finance, compensation, and delineate the functions and powers of those committees, and the proof of compliance with Louisiana Open Meetings Act.

# Secretary of State



# ARTICLES OF INCORPORATION

(R.S. 12:203)

PELICAN FOUNDATION

Domestic Non-Profit Gorporation Non-Stock Corporations Only Enclose \$60.00 filing fee Make remittance payable to Secretary of State Do not send cash Return to: Commercial Division
P. O. Box 94125
Baton Rouge, LA 78884-9125
Phone (Z25) 925-4704
Web Site: www.sos.louislana.gov

|                           |   | - <u> </u>                 |   |
|---------------------------|---|----------------------------|---|
| orer of Louisia           | MA.   | Thomas C                   | STATE OF LOUISIANA                            |
| STATE OF LOUISIA          | NA .  | V Tableson                 | The the original true and annual              |
| PARISH OF East Ba         | ton Rouge   |                            | and the business of the                       |
| 1. The name of this c     | orporation is: Peliena Educatio   | nal Foundation, Inc.       | (28)  |
| (x) Engaging l            | ormed for the purpose of : (chec<br>n any lawful activity for which con<br>Revised Statutes (Non-Profit Con | xorations may be formed    | under Chepter 1. Title 12                     |
|                           | (Use for limiting   | corporation activity)      |   |
| 3. The duration of this   | corporation is: (may be perpetua  | ) Perpetnal                | <u> </u>                                      |
| 4. This corporation is a  | nonprofit corporation.  | ,                          | ,   |
| 5. The location and mo    | inicipal address (not a P.O. Box o  | nly) of this corporation's | registered office is:                         |
| 8550 United Plaza         | Boulevard, Baton Rouge, Louisia   | na 70809                   |   |
|                           | nunkcipal address (not a P.O. Box<br>usiness Filings International, Inc.                                    | only) of each of this corp | poration's registered                         |
| 8550 United Plaza         | Boulevard, Baton Rouge, Louisia   | na 70809                   |   |
| 7. The full name and a    | ddress of each incorporator of th   | is corporation is:         |   |
| Mark Schiff AVP,          | Business Filings Incorporated Ex  | celsica Dr., Suite 200, M  | fadison, WI 53717                             |
| -                         | tial board of directors, municipal a<br>Address(es)   | ddresses (not a P.O. Bo    | or only) and term of office<br>Term of Office |
| Tevfik Kosar / 770        | 3 Menlo Drive, Baton Rouge, Lo  | uisiana 70808              | · · · · · · · · · · · · · · · · · · ·         |
|                           |   |                            |   |
|                           | <u>.                                    </u>  |                            |   |
| 9. This corporation is to | be organized on a non-stock bas   | is.                        |   |
| Other Provisions:         | see attached  |                            |   |

GOVERNANCE, MANAGEMENT, AND LEADERSHIP

333866 Alex. (7885

# Articles of Incorporation

PELICAN FOUNDATION

# Pelican Educational Foundation, Inc.

ORIG 948 PNDL 11787

FILED AND RECORDED EAST BATCH ROUGE PARISH, LA.

10. Other Provisions:

2005 HOV 28 AM 09:51:26

The primary purpose of corporation is to increase the quality of education in the state of the purpose of corporation can open K-12 schools, offer special purpose classes, organize extracultricular activities, and provide other educational services.

CERTIFIED TRUE COPY

The corporation realizes the importance of Science and Arts in education and aims to bring focus especially on these areas in K-12 education.

DEPUTY CLERK & RECORDER

The corporation also acknowledges the low high-education ratio in the state of Louisiana and aims to give a college- and career- oriented education to the high school students.

The corporation can organize panels and community meetings in order to educate also adults on different subjects such as interacting with children, guiding students, and how to increase your kids' success at school.

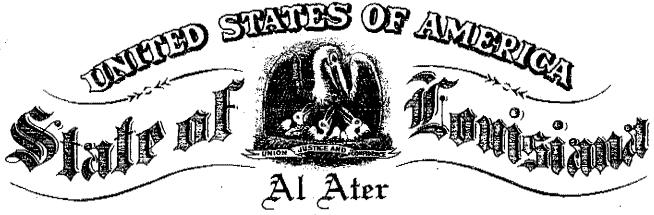
The activities of the corporation will not be limited with these, and can include other educational services and activities, which in turn would help in achieving its primary purpose stated above.

This corporation is organized exclusively for charitable, religious, educational, and scientific purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under section 501(c)(3) of the *Internal Revenue Code*, or the corresponding section of any future federal tax code.

No part of the net earnings of the organization shall inure to the benefit of, or be distributable to its members, trustees, officers, or other private persons, except that the organization shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purpose set forth in the purpose clause hereof. No substantial part of the activities of the organization shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the organization shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office.

Notwithstanding any other provisions of these articles, this organization shall not carry on any activities not permitted to be carried on by an organization exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code of 1986 or the corresponding provision of any future United States Internal Revenue law.

Upon the dissolution of the organization, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code of 1986, or corresponding section of any future Federal tax code, or shall be distributed to the Federal, state, or local government for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the organization is then located, exclusively for such purposes.



SECRETARY OF STATE

As Secretary of State, of the State of Louisiana, I do hereby Certify that a copy of the Articles of Incorporation of

PELICAN EDUCATIONAL FOUNDATION, INC.

Domiciled at BATON ROUGE, LOUISIANA,

Was filed and recorded in this Office on November 04, 2005,

And all fees having been paid as required by law, the corporation is authorized to transact business in this State, subject to the restrictions imposed by law, including the provisions of R.S. Title 12, Chapter 2.

In testimony whereof, I have hereunto set my hand and caused the Seal of my Office to be affixed at the City of Baton Rouge on, November 4, 2005

JMO 36044665N

Secretary of Plate



# IRS DEPARTMENT OF THE TREASURY INTERNAL REVENUE SERVICE CINCINNATI OH 45999-0023

Date of this notice: 11-30-2005

Employer Identification Number: 20-3801713

Form: SS-4

Number of this notice: CP 575 E

PELICAN EDUCATIONAL FOUNDATION INC 7703 MENTO DR BATON ROUGE LA 70808 For aggistance you may call us at 1-800-829-4933

IF YOU WRITE, ATTACH THE STUB OF THIS WOTICE.

### WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER

Thank you for applying for an EIN. We assigned you EIN 20-3801713. This EIN will identify your business account, tax returns, and documents, even if you have no employees. Please keep this notice in your permanent records.

When filing tax documents, please use the label IRS provided. If that isn't possible you should use your EIN and complete name and address shown above on all federal tax forms, payments and related correspondence. If this information isn't correct, please correct it using the tear off stub from this notice. Return it to us so we can correct your account. If you use any variation of your name or EIN, doing so could cause a delay in processing and may result in incorrect information in your account. Doing so could result in our assigning you more than one EIN.

If you want to apply to receive a ruling or a determination letter recognizing your organization as tax exempt, and have not already done so, you should file Form 1023/1024, Application for Recognition of Exemption, with the IRS Ohio Key District Office. Publication 557, Tex Exempt Status for Your Organization, is available at most IRS offices and has details on how you can apply.

### IMPORTANT REMINDERS:

- \* Keep a copy of this notice in your permanent records.
- \* Use this EIN and your name exactly as they appear on all your federal tax forms.
- \* Refer to this EIN on your tex related correspondence and documents.

Thank you for your cooperation.

# **BYLAWS**

# PELICAN EDUCATIONAL FOUNDATION, INC.

# ARTICLE 1

### **OFFICES**

### Principal Office

1.01. The principal office of the Corporation in the State of Louisiana shall; be located at 7703 Menlo Drive, Baton Rouge, LA 70808. The Corporation may have such other offices, either in Louisiana or elsewhere, as the Board of Directors may determine. The Board of Directors may change the location of any office of the Corporation.

### Registered Office and Registered Agent

1.02. The Corporation shall comply with the requirements of the Act and maintain a registered office and registered agent in Louisiana. The registered office may, but need not, be identical with the Corporation's principal office in Louisiana. The Board of Directors may change the registered office and the registered agent as provided in the Act.

### **ARTICLE 2**

### BOARD OF DIRECTORS

#### Management of the Corporation

2.01. The affairs of the Corporation shall be managed by the Board of Directors.

### Number Qualifications and Tenure of Directors

2.02. The number of Directors shall be five (5), or as subsequently amended by majority vote of the directors. Directors need not be residents of Louisiana.

#### Nomination of Directors

2.03. At any meeting at which the election a director occurs, a director may nominate a person with the second of any other director. In addition to nominations made at meetings, a nominating committee shall consider possible nominees and, make nominations for each election of directors. The secretary shall include the names nominated by the nomination committee, and any report of the committee, with the notice of the meeting at which the election occurs.

### Election of Directors

2.04. A person who meets any qualification requirements to be a director and who has been duly nominated may be elected as director. Directors shall be elected by the vote of the majority of the Board of Directors. Each director shall hold office until a successor is elected and qualified. A director may- [if desired, add: not] be elected to succeed himself or herself as director.

#### **Vacancies**

2.05. Any vacancy occurring in the board of directors, and any director position to be filled due to an increase in the number of directors, shall be filled by the affirmative vote of a majority of the remaining board of directors. When a vacancy on the Board exists, nominations for new members may be received from present board members one week in advance of a board meeting.

### Annual Meeting

2.06. The annual meeting of the Board of Directors shall be held on the second Saturday of September of each year. The date of the annual meeting may be changed with a written notice by the President who shall also set the time and place of that delayed meeting. The president or the secretary shall give a written notice of the meeting to each director not less than five nor more than 30 days before the date of the meeting and shall post a written notice for general public as required in section 2.09 of this bylaw.

### Regular meeting

2.07. Regular meetings of the board shall be held at the principal office on the second Saturday of every other month starting September of each year. Number of meeting may be increased or decreased by a resolution of the board. The president or the secretary shall give a written notice of the meeting to each director not less than five nor more than 30 days before the date of the meeting and shall post a written notice for general public as required in section 2.09 of this bylaw.

# Special Meetings

2.08. Special meetings of the Board of Directors may be called by or at the request of the president or any two directors. A person or persons authorized to call special meetings of the Board of Directors may fix any place for holding a special meeting. The person or persons calling a special meeting shall notify the secretary of the information required to be included in the notice of the meeting. Then, the secretary shall give a written notice of the meeting to each director not less than five nor more than 30 days before the date of the meeting and shall post a written notice for general public as required in section 2.09 of this bylaw.

### Notices

2.09. All meeting (Annual, Regular, and Special Meetings) notices must be in writing. The written notices must be posted and must be readily accessible by the general public at all times for at least 72 hours before the scheduled time of the meeting. The written notice shall include agenda items, day, time, and the location of the meeting. The written notice shall use plain, concise English.

### Quorum

2.10. A majority of the number of directors then in the office shall constitute a quorum for the transaction of business at any meeting of the Board of Directors. Directors present by proxy may not be counted toward a quorum. The directors present at a duly called or held meeting at which a quorum is present may continue the meeting even if enough directors leave the meeting so that less than a quorum remains. However, no action may be approved without the vote of at least a majority of the number of directors required to constitute a quorum. If less than a quorum is present at any meeting, a majority of the directors present may adjourn the meeting at any time without further notice.

### **Duties of Directors**

2.11. Directors shall exercise ordinary business judgements in managing the affairs of the Corporation. Directors shall act as fiduciaries with respect to the interests of the members. In acting in their

official capacity as directors of this corporation, directors shall act in good faith and take actions they reasonably believe to be in not take any action that they should reasonably believe would be opposed to the Corporation's best interests or would be unlawful. A director shall not be liable if, in the exercise of ordinary care, the director acts in good faith relying on written financial and legal statements provided by an account or attorney retained by the Corporation.

### Actions of Board of Directors

2.12. The Board of Directors shall try to act by consensus. The act of a majority of the Directors present at a meeting at which a quorum is present shall be the act of the Board unless the act of a greater number is required by law or these bylaws. If a quorum is present but thereafter a sufficient number of Directors leave such meeting so that a quorum no longer present, then any action taken by the remaining Directors shall not be the act of the Board.

### **Proxies**

2.13. Board of Directors may not issue a proxy or may not be represented by a proxy,

### Compensation

2.14. Directors shall not receive salaries for their services. The Board of Directors may adopt a resolution providing for a reimbursement payment according to the state law to the Directors for their expenses of attendance, if any, for attendance at each meeting of the Board of Directors.

### Removal of Directors

2.15. The Board of Directors or members may vote to remove a director at any time, only for good cause. Good cause for removal of a director shall include the unexcused failure to attend four consecutive meetings of the Board of Directors. A meeting to consider the removal of a director may be called and noticed following the procedures provided in the bylaws. The notice of the meeting shall state the issue of possible removal of the director that will be on the agenda the notice shall state the possible cause for removal. The director shall have the right to be represented by an attorney at and before the meeting. At the meeting, the Corporation shall consider possible arrangements for resolving the problems that are I the mutual interest of the Corporation and the director. A director may be removed by the affirmative vote of fifty (50) percent of the Board of Directors.

### **ARTICLE 3**

### **OFFICERS**

### Officer Positions

3.01. The officers of the Corporation shall be a president, two vice presidents, a secretary, a treasurer. The Board of Directors may create additional officer positions, define the authority and duties of each such position, and elect or appoint persons to fill the positions. Any two or more offices may by the same person, except the offices of president and secretary.

### Election and Term of Office

3.02 The officers of the Corporation shall be elected annually by the Board of Directors at the regular annual meeting of the Board of Directors. If the election of officers is not held at this meeting, the election shall be held as soon thereafter as conveniently as possible. Each officer shall hold office

until a successor is duly selected and qualified. An officer may be elected to succeed himself or herself in the same office.

#### Removal

3.03 Any officer elected or appointed by the Board of Directors may be removed by the Board of Directors with or without good cause. The removal of an officer shall be without prejudice to the contract rights, if any, of the officer.

#### Vacancies

3.04. A vacancy in any office may be filled by the Board of Directors for the unexpired portion of the officer's term.

#### President

3.05. The president shall be the chief executive officer of the Corporation. The president shall supervise and control all of the business and affairs of the Corporation. The president shall preside at all meetings of the members and of the Board of Directors. The president may execute any deeds, mortgages, bonds, contracts, or other instruments that the Board of Directors has authorized to be executed. However, the president may not execute instruments on behalf of the Corporation if this power is expressly delegated to another officer or agent of the Corporation by the Board of Directors, the bylaws, or statute. The president shall perform other duties prescribed by the Board of Directors and all duties incident to the office of president.

#### Vice President

3.06. When the president is absent, is unable to act, or refuses to act, a vice president shall perform the duties of the president. When a vice president acts in place of the president, the vice president shall have all the powers of and be subject to all the restrictions upon the president. If there is more than one vice president, the vice presidents shall act in place of the president in the order of the votes received when elected. A vice president shall perform other duties as assigned by the president or board of directors.

#### Treasurer

- 3.07. The treasurer shall:
  - (a) Have charge and custody of and be responsible for all funds and securities of the Corporation.
  - (b) Receive and give receipts for moneys due and payable to Corporation from any source.
  - (c) Deposit all moneys in the name of Corporation in banks, trust companies, or other depositories as provided in the bylaws or as directed by the Board of Directors or president.
  - (d) Write checks and disburse funds to discharge obligations of the Corporation.
  - (e) Maintain the financial books and record of the Corporation.
  - (f) Prepare financial reports at least annually.
  - (g) Perform other duties as assigned by the president or by the Board of Directors.
  - (h) If required by the Board of Directors, give a bond for the faithful discharge of his or her duties in a sum and with a surety as determined by the Board of Directors.
  - (i) Perform all of the duties incident to the office of treasurer.

## Secretary

- 3.08 The secretary shall:
  - (a) Give all notices as provided in the bylaws or as required by law.

- (b) Take minutes of the meetings of the members and the Board of Directors and keep the minutes as part of the corporate records.
- (c) Maintain custody of the corporate records and of the seal of the Corporation.
- (d) Affix the seal of the Corporation to all documents as authorized.
- (e) Keep a register of the mailing address of each [if corporation has members, add: member], director, officer, and employee of the Corporation.
- (f) Perform duties as assigned by the president or by the Board of Directors.
- (g) Perform all duties incident to the office of secretary.

## **ARTICLE 4**

## COMMITTEES

## Establishment of Committees

- 4.01. The Board of Directors may adopt a resolution establishing one or more committees delegating specified authority to a committee, and appointing or removing members of a committee. A committee shall include two or more directors and may include persons who are not directors. If the Board of Directors delegates any of its authority to a committee, the majority of the committee shall consist of directors. The Board of Directors may establish qualifications for membership on a committee. The Board of Directors may delegate to the president its power to appoint and remove members of a committee that has not been delegated any authority to it shall not relieve the Board of Directors, or any individual director, of any responsibility imposed by the Bylaws or otherwise imposed by law. No committee shall have the authority of the Board of Directors to:
  - (a) Amend the articles of incorporation.
  - (b) Adopt a plan of merger or a plan of consolidation with another corporation.
  - (c) Authorize the sale, lease, exchange, or mortgage, of all or substantially all of the property and assets of the Corporation.
  - (d) Authorize the voluntary dissolution of the Corporation.
  - (e) Revoke proceedings for the voluntary dissolution of the Corporation.
  - (f) Adopt a plan for the distribution of the assets of the Corporation.
  - (g) Amend, alter, or repeal the bylaws.
  - (h) Eject, appoint, or remove a member of a committee or a director or officer of the Corporation.
  - (i) Approve any transaction to which the Corporation is a party and that involves a potential conflict of interests as defined in paragraph 5.04, below.
  - (j) Take any action outside the scope of authority delegated to it by the Board of Directors.

#### **Authorization of Specific Committee**

4.02. There shall be the following committees: Membership, Nominating and Program Committees. The Board of Directors shall define the activities and scope of authority of each committee by resolution.

#### Term of Office

4.03. Each member of a committee shall continue to serve on the committee until the next annual meeting of the Directors of the Corporation and until a successor is appointed. However, the term of a committee member may terminate earlier if the committee is terminated or if the member dies, ceases to qualify, resigns, or, is removed as a member. A vacancy on a committee may be filled by an appointment made in the same manner as an original appointment. A person appointed to fill a vacancy on a committee shall serve for the unexpired portion of the terminated committee member's term.

#### Chair and Vice-Chair

4.04. One member of each committee shall be designated as the chair of the committee and the other member of each committee shall be appointed by the president of the Corporation. The chair and vice-chair shall be appointed by the president of the Corporation. The chair shall call and preside at all meetings of the committee. When the chair is absent, is unable to act, or refuses to act, the vice-chair shall perform the duties of the chair. When a vice-chair acts in place of the chair, the vice-chair shall have all the powers of and be subject to all the restrictions upon the chair.

#### Notice of Meetings

- 4.05. Written or printed notice of a committee meeting shall be delivered to each member of a committee not less than, seven nor more than 30 days before the date of the meeting. The notice shall state the place, day, and time of the meeting, and the purpose or purposes for which the meeting is called.
- 4.06. A majority of the number of persons shall constitute a quorum of a committee for the transaction of business at any meeting of the committee. The directors present at a duly called or held meeting at which a quorum is present may continue the meeting even if enough directors leave the meeting so that less than a quorum remains. However, no action may be approved without the vote of at least a majority of the number of directors required to constitute a quorum. If less than a quorum is present at any meeting, a majority of the directors present may adjourn the meeting at any time without further notice.

#### **Actions of Committees**

4.07. Committees shall try to take action by consensus. However, the vote of a majority of committee members present and voting at a meeting at which a quorum is present shall be sufficient to constitute the act of the committee unless the act of a greater number is required by law or the bylaws. A committee member who is present at a meeting and abstains from a vote is not considered to be present and voting for the purpose of determining the act of the committee.

#### **Proxies**

4.08. A committee member may not vote by a proxy.

#### Compensation

4.09. Committee members shall not receive salaries for their services. The Board of Directors may adopt a resolution providing for the payment to committee members of a fixed sum and expenses of attendance, if any, for attendance at each meeting of the committee. A committee member may serve the Corporation in any other capacity and receive compensation for those services. Any compensation that the Corporation pays to a committee member shall be commensurate with the services performed and shall be reasonable in amount.

#### Rules

4.10. Each committee may adopt rules for its own operation not inconsistent with the bylaws or with rules adopted by the Board of Directors.

## **ARTICLE 5**

## TRANSACTIONS OF THE CORPORATION

#### Contracts

5.01. The Board of Directors may authorize any officer or agent of the Corporation to enter into a contract or execute and deliver any instrument in the name of and on behalf of the Corporation. This authority may be limited to a specific contract or instrument or it may extend to any number and type of possible contracts and instruments.

#### Deposit

5.02. All funds of the Corporation shall be deposited to the credit of the Corporation in banks, trust companies or other depositaries that the Board of Directors selects.

#### Gifts

5.03. The Board of Directors may accept on behalf of the Corporation any contribution, gift, bequest, or devise for the general purposes or for any special purpose of the Corporation. The Board of Directors may make gifts and give charitable contributions that are not prohibited by the bylaws, the articles of incorporation, state law, and any requirements for maintaining the Corporation's federal and state tax status.

#### Potential Conflicts of Interest

5.04. The corporation shall not make any loan to a director or officer of the corporation. The Corporation shall not borrow money from or otherwise transacts business with a member, director, officer, or, committee member of the Corporation unless the transaction is described fully in a legally binding instrument and is in the best interests of the Corporation. The Corporation shall not borrow money from or otherwise transact business with a director, officer, or committee member of the Corporation without full disclosure of all relevant facts and without the approval of the Board of Directors, not including the vote of any person having a personal interest in the transaction. Additionally, the Board of Directors shall be subject to the conflict of interest provisions according to the TEC Chapter 12 Section 12.1054.

## Prohibited Acts

- 5.05. As long as the Corporation is in existence, and except with the prior approval of the Board of Directors, no director, officer or committee member shall:
- (a) Do any act in violation of the bylaws or a binding obligation of the Corporation.
- (b) Do any act with the intention of harming the Corporation or any of its operations.
- (c) Do any act that would make it impossible or unnecessarily difficult to carry on the intended or ordinary business of the Corporation.
- (d) Receive an improper benefit from the operation of the Corporation.
- (e) Use the assets of the Corporation, directly or indirectly, for any purpose other than carrying on the business of the Corporation.
- (f) Wrongfully transfer or dispose of Corporation property, including intangible property such as good will.
- (g) Use the name of the Corporation (or any substantially similar name) or any trademark or tradename adopted by the Corporation, except on behalf of the Corporation in the ordinary course of the Corporation's business.
- (h) Disclose any of the Corporation business practices, trade secrets, or any other information not generally known to the business community to any person not authorized to receive it.

#### ARTICLE 6

#### BOOKS AND RECORDS

## Required Books and Records

- 6.01. The Corporation shall keep complete books and records of account. The Corporation's books and records shall include:
  - (a) A file-endorsed copy of all documents filed with Louisiana Secretary of State relating to the Corporation, including, but not limited to, the articles of Corporation, and any articles of amendment, restated articles, articles of merger, articles of consolidation, and statement of change of registered office or registered agent.
  - (b) A copy of the bylaws, and any amended versions or amendments to the bylaws.
  - (c) Minutes of the proceedings of the Board of Directors, and committees having any of the authority of the Board of Directors.
  - (d) A list of the names and addresses of the directors, officers and any committee members of the Corporation.
  - (e) A financial statement showing the assets, liabilities and not worth of the Corporation at the end of the three most recent fiscal years.
  - (f) A financial statement showing the income and expenses of the Corporation for the three most recent fiscal years.
  - (g) All rulings, letters, and other documents relating to the Corporation's federal, state, and local tax status.

## **ARTICLE 7**

#### FISCAL YEAR

7.01 The fiscal year of the Corporation shall begin on the first day of July and end on the last day in June in each year.

#### ARTICLE 8

#### INDEMNIFICATION

#### When Indemnisication is Required, Permitted, and Prohibited

8.01. (a) The Corporation shall indemnify a director, officer, committee member, employee or agent of the Corporation who was, is or may be named defendant or respondent in any proceeding as a result of his or her actions omissions within the scope of his or her official capacity in the Corporation. For the purposes of this article, an agent includes one who is or was serving at the request of the Corporation as a director, officer, partner, venturer, proprietor, trustee, partnership, joint venture, sole proprietorship, trust, employee benefit plan, or other enterprise. However, the Corporation shall indemnify a person only if he or she acted in good faith and reasonably believed that the conduct was in the Corporation's best interests. In a case of criminal proceeding, the person may be indemnified only if he or she had no reasonable cause to believe that the conduct was unlawful. The Corporation shall not

indemnify a person who is found liable to the Corporation or is found to be liable to another on the basis of improperly receiving a personal benefit. A person is conclusively considered to have been found liable in relation to any claim, issue, or matter if the person has been adjudged liable by a court of competent jurisdiction and all appeals have been exhausted.

- (h) The termination of a proceeding by judgement, order, settlement, conviction, or on a plea of polo contendere or its equivalent does not necessarily preclude indemnification by the Corporation.
- (i) The Corporation shall pay or reimburse expenses incurred by a director, officer, committee member, employee, or agent of the Corporation in connection with the person's appearance as a witness or other participation in a proceeding involving or affecting the Corporation when the person is not a named defendant or respondent in the proceeding.
- (j) In addition to the situations otherwise described in this paragraph, the Corporation may indemnify a director, officer, committee member, employee, or agent of the Corporation to the extent permitted by law. However, the Corporation shall not indemnify any person in any situation in which indemnification is prohibited by the terms of paragraph 8.01., above.
- (k) Before the final disposition of a proceeding, the Corporation may pay indemnification expenses permitted by the bylaws and authorized by the Corporation. However, the Corporation shall not pay indemnification expenses to a person before the final disposition of a proceeding. If the person is a named defendant or respondent in a proceeding brought by the Corporation; or the person is alleged to have improperly received a personal benefit or committed other willful or intentional misconduct.
- (1) If the Corporation may indemnify a person under the bylaws, the person may be indemnified against judgement, penalties, including excise and similar taxes, fines, settlements, and reasonable expenses (including attorney's fees) actually incurred in connection with the proceeding. However, if the proceeding was brought by or on behalf of the Corporation, the indemnification is limited to a reasonable expenses actually incurred by the person in connection with the proceeding.

#### Procedures Relating to Indemnification Payments

- 8.02. (a) Before the Corporation may pay any indemnification expenses (including attorney's fees), and determine that expenses to be reimbursed are reasonable, except as provided in paragraph 8.02(c), below. The Corporation may make theses determinations and decisions by any one of the following procedures:
  - (i) Majority vote of the quorum consisting of directors who, at the time of the vote, are not named defendants or respondents in the proceeding.
  - (ii) If such a quorum cannot be obtained, by a majority vote of committee of the Board of Directors, designated to act in the matter by a majority vote of all directors, consisting solely of two or more who at the time of the vote are not named defendants or respondents in the proceeding.
  - (iii) Determination by special legal counsel selected by the Board of Directors by votes as provided in paragraph 10.02(a)(I) or 10.02(a)(ii), or if such a quorum cannot be obtained and such a committee cannot be established, by a majority vote of all directors.
  - (b) The Corporation shall authorize indemnification and determine that expenses to be reimbursed are reasonable in the same manner that it determines whether indemnification id permissible. If the determination that the facts then known to those making the determination would not preclude indemnification and authorization of payment shall be made in the same manner as a determination that indemnification is permissible under paragraph 8.02(a), above. The person's written affirmation shall state that he or she has met the standard of conduct necessary for indemnification under the bylaws, The written undertaken shall provide for repayment of the month paid or reimbursed by the Corporation if it is ultimately determined that the person has not met the requirements for indemnification. The undertaken

shall be an unlimited general obligation of the person, but it need not be secured and it may be accepted without reference to financial ability to make repayment.

## **ARTICLE 9**

#### NOTICES

## Notice by Mail or Telegram

9.01. Any notice required or permitted by the bylaws to be given to a director, officer or member of a committee of the Corporation may be given by mail or telegram. If mailed a notice shall be deemed to be delivered when deposited in the United States mail addressed to the person at his or her address as it appears on the records of the Corporation, with postage prepaid. If given by telegram, a notice shall be deemed to be delivered when accepted by the Telegram Company and addressed to the person at his or her address as it appears on the records of the Corporation. A person may change his or her address by giving written notice to the secretary of the Corporation.

#### Signed Waiver of Notice

9.02. Whenever any notice is required to be given under the provisions of the act or under the provisions of the articles of incorporation or the bylaws, a waiver in writing signed by a person entitled to receive a notice shall be deemed equivalent to the giving of the notice. A waiver of the notice shall be effective whether signed before or after the time stated in the notice being waived.

#### Waiver of Notice by Attendance

9.03. The attendance of a person at a meeting shall constitute a waiver of notice of the meeting unless the person attends for the express purpose of objecting to the transaction or any business because the meeting is not lawfully called or convened.

## **ARTICLE 10**

## SPECIAL PROCEDURES CONCERNING MEETINGS

#### Meeting by Telephone or Internet

- 10.01. A. Subject to the provisions required or permitted by the Louisiana Open Meetings Act or notice of meetings, unless otherwise restricted by the articles of incorporation or bylaws, members of the board of directors of the corporation, or members of any committee designated by such board may participate in and hold a meeting of such members, board, or committee by means of: (1) conference telephone or similar communications equipment by which all persons participating in the meeting can hear each other; or (2) another suitable electronic communications system, including videoconferencing technology or the Internet, only if: (a) each member entitled to participate in the meeting consents to the meeting being held by means of that system; and (b) the system provides access to the meeting in a manner or using a method by which each member participating in the meeting can communicate concurrently with each other participant.
  - B. Participation in a meeting pursuant to this Article shall constitute presence in person at such meeting, except where a person participates in the meeting for the express purpose of objecting to the transaction of any business on the ground that the meeting is not lawfully called or convened.



## **ARTICLE 11**

#### AMENDMENTS TO BYLAWS

11.01 The bylaws may be altered, amended, or repealed, and new bylaws may be adopted a majority vote by the Board of Directors. The notice of any meeting at which the bylaws are altered, amended, or repealed, or at which new bylaws are adopted shall include the text of the proposed bylaw provisions as well as the text of any existing provisions proposed to be altered, amended, or repealed. Alternatively, the notice may include a fair summary of those provisions.

## **ARTICLE 12**

## MISCELLANEOUS PROVISIONS

#### Legal Authorities Governing Constructions of Bylaws

12.01. The bylaws shall be construed in accordance with the laws of the State of Louisiana. All references in the hylaws to statutes, regulations, or other sources of legal authority shall refer to the authorities cited, or their successors, as they may be amended from time to time.

#### Legal Construction

12.02. If any bylaw provision is held to be invalid, illegal, or unenforceable in any respect, the invalidity, illegality, or unenforcability shall not any other provision and the bylaws shall be contrued as if the invalid, illegal, or unenforceable provision had not been included in the bylaws.

#### Headings

12.03. The headings used in the bylaws are used for inconvenience and shall not be considered in contouring the terms of the bylaws.

## Gender

12.04. Wherever the context requires, all words in the bylaws in the male gender shall be deemed to include female or neuter gender, all singular words shall include the plural, and all plural words shall include the singular.

#### Seal

12.05 The Board of Directors may provide for a corporate seal. Such a seal would consist of two concentric circles containing the words Pelican Educational Foundation, Inc., "Louisiana," in on encircle and the word "Incorporated" together with the date of incorporation of the Corporation in the other circle.

#### Power of Attorney

12.06. A person may execute any instrument related to the Corporation by means of a power of attorney if an original executed copy of the Corporation to be kept with the Corporation records.

#### Parties Bound

12.07. The bylaws shall be binding upon and inure to the benefits of the directors, officers, committee members, employees, and agents of the Corporation and their respective heirs, executors,

administrators, legal representatives, successors, and assigns except as otherwise provided in the bylaws.

#### **ARTICLE 13**

## THE NON-DISCRIMINATORY STATEMENT

| 13.01.                        | handicap or disability, ancestry, national origin, marital status, race, religion, gender, veteral status, or political affiliation, in its educational or employment programs and activities. |
|-------------------------------|--|
| 32 Mel finden den grape ggelt | End of the text  |

## CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting secretary of Pelican Educational Foundation, Inc. and that the foregoing Bylaws constitute the Bylaws of the Corporation. These Bylaws were duly adopted at a meeting of the Board of Directors held on Application (1994).

[Signature of Scorbtary]

OL/14/2006 Date (mm, dd, yyyy)

Name of Secretary

# **CONFLICT OF INTEREST POLICY**

## PELICAN EDUCATIONAL FOUNDATION, INC.

#### ARTICLE I

#### PURPOSE

1.0.1 The purpose of the conflict of interest policy is to protect this tax-exempt organization's (Pelican Educational Foundation, Inc) interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

## ARTICLE II

#### DEFINITIONS

#### Interested Person

2.0.1 Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

## Financial Interest

- 2.0.2 A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:
  - a) An ownership or investment interest in any entity with which the Organization has a transaction or arrangement,
  - b) A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or
  - c) A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

## ARTICLE III

#### **PROCEDURES**

## **Duty to Disclose**

3.0.1 In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the

directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

## Determining Whether a Conflict of Interest Exists

3.0.2 After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

#### Procedures for Addressing the Conflict of Interest

- 3.0.3 Any conflicts of interests shall be addressed using the following procedures:
  - a) An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
  - b) The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
  - c) After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
  - d) If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

#### Violations of the Conflicts of Interest Policy

- 3.0.4 The actions to be taken in case of any violation of interest should be as follows:
  - a) If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
  - b) If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

#### ARTICLE IV

## RECORDS OF PROCEEDINGS

- 4.0.1 The minutes of the governing board and all committees with board delegated powers shall contain:
  - a) The names of the persons who disclosed or otherwise were found to have \(\bar{a}\) financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed,
  - b) The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

#### ARTICLE V

#### COMPENSATION

- 5.0.1 The compensation procedure should be as follows:
  - a) A voting member of the governing board who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.
  - b) A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.
  - c) No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

#### ARTICLE VI

## **ANNUAL STATEMENTS**

- 6.0.1 Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:
  - a) Has received a copy of the conflicts of interest policy,
  - b) Has read and understands the policy,
  - c) Has agreed to comply with the policy, and
  - d) Understands the Organization is charitable and in order to maintain its federal tax exemption
    it must engage primarily in activities which accomplish one or more of its tax-exempt
    purposes.

#### ARTICLE VII

#### PERIODIC REVIEWS

- 7.0.1 To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:
  - a) Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.
  - b) Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

## ARTICLE VIII

## USE OF OUTSIDE EXPERTS

| 8.0.1 | When conducting the periodic reviews as provided for in Article VII, the Organization may, used not, use outside advisors. If outside experts are used, their use shall not relieve the governity board of its responsibility for ensuring periodic reviews are conducted. |   |
|-------|--|---|
|       | End of the text-   | • |
|       |  |   |
|       |  |   |

## CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting secretary of Pelican Educational Foundation, Inc. and that the foregoing Bylaws constitute the Bylaws of the Corporation. These Bylaws were duly adopted at a meeting of the Board of Directors held on <u>a literation in the literature of the Board of Directors held on a literature in the literature of the Board of Directors held on <u>a literature in the literature of the Board of Directors held on the literature of the Board of Directors held on the literature of the Board of Directors held on the literature of the Board of Directors held on the literature of the Board of Directors held on the literature of the Board of Directors held on the literature of the Board of Directors held on the literature of the Board of Directors held on the literature of the Board of Directors held on the literature of the Board of Directors held on the literature of the Board of Directors held on the literature of the Board of Directors held on the literature of the Board of Directors held on the literature of the Board of Directors held on the literature of the Board of Directors held on the literature of the Board of Directors held on the literature of the Board of Directors held on the literature of the Board of Directors held on the literature of the literatu</u></u>

[Signature of Secretary]

Date (mm. dd. yyyy)

Name of Secretary

# RACIALLY NONDISCRIMINATORY POLICY

## PELICAN EDUCATIONAL FOUNDATION, INC.

#### ARTICLE I

| The schools operated by the Pelican Educational Foundation, Inc admit students of any race, color, nationigin, and ethnic origin to all the rights, privileges, programs, and activities generally accorded or n | nade |
|--|------|
| available to students at the school. They do not discriminate on the basis of race, color, national origin ethnic origin in administration of its educational policies, admission policies, scholarship, and     |      |
| programs, and athletic and other school-administered programs.   |      |

-End of the text-

# CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting secretary of Pelican Educational Foundation, Inc. and that the foregoing Bylaws constitute the Bylaws of the Corporation. These Bylaws were duly adopted at a meeting of the Board of Directors held on January 1974, 2006.

[Signature of Secretary]

01 /14 /2006 Date (mm, dd, yyyy)

[Name of Secretary]

b. Attach the proposed school's policies and procedures for complying with the *Louisiana Code of Ethics*. The code of ethics and conflict of interest policy applies to board members, officers, and employees of the school. Provide details regarding how the school will handle *Code of Ethics* violations.

It is important that each board member recognize that he or she is a public official charged with an important responsibility. In view of the fact that each and every board member is elected to his or her position and pledges to properly serve the citizens of the given community, each member has a profound responsibility to the voters who have elected him or her. Following this, representation should at all times serve the best interests of the students in the school as a whole rather than the interests of other entities. Members of this unique board are volunteers and no board member is paid for the services he or she provides. To this end, the board members, officers, and employees of Pelican Educational Foundation will declare their acceptance of the standards of practice set forth herein, and their solemn intent to honor them to the limits of their ability as outlined in the following Code of Ethics:

- 1. The board of directors and the school shall not engage in any "self-dealing transactions," except as approved by the board. "Self-dealing transaction" means a transaction to which the school is a party and in which one or more of the directors has a material financial interest. Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the board's general standard of care: a transaction that is part of a public or charitable program of the corporation, if the transaction;
  - (a) is approved or authorized by the board in good faith and without unjustified favoritism, and
  - (b) results in a benefit to one or more board member or their families because they are in a class of persons intended to be benefited by the program.
- 2. Every board member has the right to participate in the discussion and vote on all issues before the board or any board committee, except that any director shall be excused from the discussion and vote on any matter involving such director relating to;
  - (a) a self-dealing transaction,
  - (b) a conflict of interest,
  - (c) indemnification of that director uniquely; or
  - (d) any other matter at the discretion of a majority of the board members.
- 3. Not more than twenty percent (20) of the people serving on the school's board of may be comprised of any sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person.

- 4. Any director, officer, or key employee having an interest in a contract, other transaction or program presented to or discussed by the board of directors for authorization, approval, or ratification shall make a prompt, full and frank disclosure to the board of his or her interest prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction, which might reasonably be construed to be adverse to the board's interest. A person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the school, or is a director, trustee or officer of or has a significant financial or influential interest in the entity contracting or dealing with the school.
- 5. Directors representing any not-for-profit corporation proposing to do business with the charter school shall disclose the nature and extent of such business propositions.
- 6. No Director, officer, or employee of a for-profit corporation having a business relationship with the charter school shall serve as voting member of the board of directors for the duration of such business relationship, provided, however, that this provision shall not apply to the following:
  - Individuals associated with a partnership, limited liability corporation, or professional corporation, including but not limited to doctors, accountants and attorneys;
  - Individuals associated with an educational entity (including but not limited to schools of education) some of whose faculty may be providing paid services directly or indirectly to such charter school;
  - Individuals associated with a bank, insurance, mutual fund, investment bank, stock brokerage, financial planning, or other financial services organization; or
  - Members of the faculty of the charter school.
- 7. In no instance shall a director, officer, or employee of a for-profit educational management organization having a business relationship with the charter school serve as a voting member of the board of directors for the duration of such business relationship.
- 8. Directors shall avoid at all times engaging in activities that would appear to be unduly influenced by other persons who have a special interest in matters under consideration by the board. If this occurs, a director shall write a letter disclosing all known facts prior to participating in a board discussion of these matters and the director's interest in the matter will be reflected in the board minutes.
- 9. Directors shall make all appropriate financial disclosures whenever a grievance of conflict of interest is lodged against them.
- 10. Directors shall not use his or her position with the school to acquire any gift or privilege worth \$20 or more that is not available to a similarly situated person, unless that gift is for the use of the charter school.

11. Directors, officers, or employees may never ask a subordinate, a student, or a parent of a student to work on or give to any political campaign.

If the board of directors or a committee has reasonable cause to believe that a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose. If, after hearing the response of the member and making such further investigation as may be warranted in the circumstances, the board of directors or committee determines that the member has in fact failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

The minutes of the board of directors and all committees with board-delegated powers shall contain --

- <u>Names of Persons with Financial Interest:</u> The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the board of directors' or committee's decision as to whether a conflict of interest in fact existed.
- <u>Names of Persons Present:</u> The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection therewith.

Each board member, principal officer and member of a committee with board-delegated powers shall annually sign a statement which affirms that such person;

• Understands that the foundation is a charitable organization and that, in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

To ensure that the foundation operates in a manner consistent with its charitable purposes and that it does not engage in activities that could jeopardize its status as an organization exempt from federal income tax, the foundation may conduct periodic reviews.

c. Attach the proposed school's policies and procedures for complying with the Louisiana Public Records Law, LA-R.S. 44:1 et seq., remembering that the nonprofit corporation must also comply when acting in their capacity as the governing board of the charter school.

Board members of the Pelican Educational Foundation and the proposed charter school, pursuant to LA-R.S. 17:3996(B), are aware that they are subject to the Open Meetings Law, LA-R.S. 42:4.1 et seq. and the Code of Governmental Ethics LA. R.S. 42:1101 et seq. In addition, board members of the Pelican Educational Foundation are prohibited from receiving any compensation other than reimbursement of actual expenses incurred while fulfilling duties as a member of such a board. LA-R.S. 17:3991(A) (1) (b). Accordingly, current by-laws of the foundation is consistent with the laws applicable to charter schools and their unique status.

d. In the event of the dissolution of the charter school, attach the procedures that the school would follow for the transfer of students and student records and for the disposition of school assets.

In the event of the dissolution of the charter school, the following policies will be utilized for the transfer of students and student records and the disposition of school assets.

- The Pelican Educational Foundation shall return/refund all equipment and cash on hand that has been acquired through state or local funding to the Recovery School District or to the local school district as directed by the Louisiana Department of Education.
- All assets purchased with any public funds shall become the property of the Recovery School District or LDE.
- In the event of closure or dissolution of the proposed school or the foundation, the board directors shall delegate to the principals and assistant principals the responsibility to manage the dissolution process. This process shall include notification to parents of children enrolled in the charter school.
- An open house meeting will be announced to parents of all students attending the school. During this meeting, procedure of students transfer options will be explained to the parents and extra copies of all students' records will be given to the parents.
- The charter school will work with the state superintendent of the Recovery District and the neighboring school leaders to physically transfer the student records to local school Parishes within ten school days after the closure of the charter school. Parents who were not able to attend open house meeting will receive copies of such records through written and mailed notification to pick up this information in person with proper identification at the school site prior to closure as a part of the check-out process.

e. Provide an annual schedule of Board meetings; include proposed dates, times and location of meetings. Also, include details regarding how notice for board meetings will comply with the Louisiana Open Meetings Act.

## **Board meetings**

The Pelican board meets the first Saturday of each month unless the meeting day is changed to another date for that specific month by the board president with one week advance written notice to all of the other board members.

The meetings in 2006 have taken place at the Pelican Foundation headquarters in Baton Rouge (1324 Rue Desiree, Baton Rouge LA 70810).

Starting February 2007, all regular board meetings will be held in New Orleans where the Type 5 Charter school applications has been made. The address where the meetings will be held is: New Orleans Public Library, 219 Loyola Ave, New Orleans, LA 70112.

The first Meeting in 2007 will be held on January 5<sup>th</sup>, Friday, at one of the Cosmos managed schools in Houston, Texas. This will serve as a chance to show the Cosmos model in action to any board members who have not seen these schools before.

All board of meetings and committee meetings will be open to the general public with the exception of executive sessions. Following is the proposed policies regarding Open Meetings;

#### **Public Notice**

- 1. A board meeting calendar will be posted at the proposed location at all times.
- 2. The board president will provide notice of the time and place of any board meeting at least 72 hours prior the meeting time.
- 3. The meeting notice will include agenda items, location, and time of the board meeting.
- 4. The meeting notice will be posted in a place where regular public has access 24 hours.
- 5. The board secretary will provide a written notice of meetings to the member of the board at least 72 hours prior to the meeting.

#### **Minutes of Meetings**

- 1. The board secretary will take minutes at all open and executive sessions. All minutes will contain the date of the meeting, a summary of all motions, proposals, resolutions and any other matter formally voted upon as well as a record of how each board member voted.
- 2. Minutes from open meetings will be made available to the public within two weeks of the meeting date. Minutes from executive sessions will be made available to the public within one week of the meeting date. Minutes will be available public view at the proposed schools.

## **Executive Sessions**

An executive session may be called via motion and majority vote by the board members to enter an executive session. All executive sessions will be conducted as part of an open meeting and are not considered separate meetings. The motion must specifically identify the general area or areas of the subjects to be considered. Executive sessions will be called for the following subjects only and shall never be called to appropriate public funds:

- 1. Matters that may endanger the public safety if disclosed;
- 2. Information relating to current or future investigation;
- 3. Discussions regarding proposed, pending or current litigation;
- 4. Employee's medical, financial, credit or employment history;
- 5. Employee matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal or removal of a particular person;
- 6. The preparation, grading or administration of examinations; and
- 7. Acquisition, sale or lease of real property.

f. Provide a detailed scheduled of Board meetings that will be held from present until the beginning of the second school year; indicate date, time, location and method of public notice in accordance with the Louisiana Open Meetings Act.

The Pelican board meets the first Saturday of each month unless the meeting day is changed to another date for that specific month by the board president with one week advance written notice to all of the other board members.

Below are the proposed date, time, and location of the board meetings from present until the beginning of the second school year:

| Date and Time                             | Location                             |
|---|--------------------------------------|
| January 5 <sup>th</sup> ,2007 @12:00pm    | Harmony Science Academy, Houston, TX |
| February 3 <sup>rd</sup> , 2007 @12:00pm  | New Orleans Public Library           |
| March 3 <sup>rd</sup> , 2007 @12:00pm     | New Orleans Public Library           |
| April 7 <sup>th</sup> , 2007 @12:00pm     | New Orleans Public Library           |
| May 5 <sup>th</sup> , 2007 @12:00pm       | New Orleans Public Library           |
| June 2 <sup>nd</sup> , 2007 @12:00pm      | New Orleans Public Library           |
| July 7 <sup>th</sup> , 2007 @12:00pm      | New Orleans Public Library           |
| August 4 <sup>th</sup> , 2007 @12:00pm    | New Orleans Public Library           |
| September 8 <sup>th</sup> , 2007 @12:00pm | One of Pelican Schools, New Orleans  |
| October 6 <sup>th</sup> , 2007 @12:00pm   | One of Pelican Schools, New Orleans  |
| November 3 <sup>rd</sup> , 2007 @12:00pm  | One of Pelican Schools, New Orleans  |
| December 8 <sup>th</sup> , 2007 @12:00pm  | One of Pelican Schools, New Orleans  |
| January 5 <sup>th</sup> , 2008@12:00pm    | One of Pelican Schools, New Orleans  |
| February 2 <sup>nd</sup> , 2008@12:00pm   | One of Pelican Schools, New Orleans  |
| March 8 <sup>th</sup> , 2008@12:00pm      | One of Pelican Schools, New Orleans  |
| April 5 <sup>th</sup> , 2008@12:00pm      | One of Pelican Schools, New Orleans  |
| May 3 <sup>rd</sup> , 2008@12:00pm        | One of Pelican Schools, New Orleans  |
| June 7 <sup>th</sup> , 2008@12:00pm       | One of Pelican Schools, New Orleans  |
| July 5 <sup>th</sup> ,2008@12:00pm        | One of Pelican Schools, New Orleans  |
| August 2nd, 2008@12:00pm                  | One of Pelican Schools, New Orleans  |

All board of meetings will be open to the general public with the exception of executive sessions. Following is the proposed policies regarding Open Meetings;

#### **Public Notice**

- 6. A board meeting calendar will be posted at the proposed location at all times.
- 7. The board president will provide notice of the time and place of any board meeting at least 72 hours prior the meeting time.
- 8. The meeting notice will include agenda items, location, and time of the board meeting.

- 9. The meeting notice will be posted in a place where regular public has access 24 hours.
- 10. The board secretary will provide a written notice of meetings to the member of the board at least 72 hours prior to the meeting.

28. Describe board training and development plans for the Board of Directors and membership. The plan for training and development should be on-going including a timetable, specific topics to be addressed and requirements for participation.

In order to establish a strong foundation, orientation and training is necessary for Board members to understand the school laws, accountability and compliance requirements, and their overall responsibilities. Upon approval of the charter proposal, the Board president and the secretary will organize an orientation program along with the campus principals. The goals of the Board orientation will be to:

- Discuss the mission, vision, and goals of the proposed school;
- Communicate the mission, goals, and values of the proposed school;
- Define the roles and responsibilities of the Board;
- Provide an overview of the proposed school's educational program; and
- Discuss the bylaws of the Board.

In addition to initial Board orientation, board members along with outside professional consultants and legal advisors will be responsible for developing and implementing an effective training for all board members. Board member will receive 12 hours of training during his or her first year of service. The Board members training will include six major topics. These topics are: School law, public records, open meetings, school finance, health and safety, and public accountability. The subsequent years, the Board training will be 5 hours for returning members. Board trainings will be on-going and will address issues pertinent to non-profit governance, school management, and administration. The Board training will address topics identified in the following Board Training Curriculum Outline.

To complete this twelve-hour training, Board members will participate in workshops, seminars, and conferences at local and national levels. Additionally professional consultants, lawyers, educators who have extensive knowledge and expertise in those six areas listed below will be hired to provide board training workshops. At the end of each training Board members will take a written test on those topics. Those of Board members who score 74% or below will receive additional board training.

There will be on-going opportunities for additional training and professional development for the Board including, but not limited to visits to other top performing public and private schools in the area. Members of the Board will be encouraged to participate in annual meetings and trainings of Louisiana School Board Associations and National School Boards Associations. Loyola and Tulane University Law Schools will also provide trainings in school law and related subjects to our Board members.

## **Board training curriculum outline**

## I. School Law (4 hrs)

- A. Laws Affecting Charter Schools
- B. Louisiana's Charter School Law or the Recovery School District Law
- C. Type V Charter Schools
- D. Constitutional Provisions Applicable to Charter Schools
- E. Charter School Governance (Bylaws and Articles of Inc.)
- F. Non-Profit Corporation Laws
- G. Annual Reports
- H. Responsibilities, Duties, and Restrictions on Board Members
- I. Duties of Board Members
- J. Restrictions on Serving as a Board Member
- K. Nepotism
- L. Delegation of Tasks by Governing Board
- M. Role of the Chief Executive Officer
- N. Liability and Immunity
- O. Laws Affecting the Employment Relationship
- P. Management Companies
- Q. Laws Affecting Relationships With Students
- R. Discipline
- S. The Individual with Disabilities Education Act
- T. Financial Matters
- U. Purchasing and Procurement
- V. Ownership of Property
- W. Charter Amendments
- X. Charter Renewal
- Y. Adverse Action against Charter School

#### II. Public Records (1 hr)

- A. Public Information Act
- B. Confidential Student Records
- C. Records Retention Act
- D. Records in Possession of a Management Company

## III. Open Meetings (3 hrs)

- A. Overview of the Open Meetings Act
- B. Preparing the Notice and Posting the Agenda
- C. Emergency Meeting or Emergency Addition to Notice
- D. Conduct of the Meeting (including Accessibility of the Meeting Location)
- E. Convening the Meeting and Transacting Business
- F. Closed or Executive Sessions
- G. Hearing and Citizens
- H. Recess of Meeting
- I. Record of Meetings
- J. Civil and Criminal Sanctions

## IV. School Finance/Public Funds (2)

- A. About the Manual
- B. Accountability
- C. The Charter School Accounting System

- D. Cash Management
- E. Disbursement of Funds
- F. Fixed Assets
- G. Purchasing
- H. Budgeting
- I. Payroll Procedures
- J. Records Retention Requirements
- K. Audit of School Finances
- L. Overview of Nonprofit Taxation

## V. Health and Safety (30 min.)

- A. Facilities Management
- B. Curriculum Outline-Health and Safety

## VI. Public Accountability (1.5 hrs)

- A. Data Quality and Accuracy Reminders
- B. Student Attendance
- C. Important Steps for Data Accuracy
- D. Audits
- E. Administration of Statewide Assessment
- F. Statewide Student Performance
- G. Charter-specific Student Performance Requirements

29. Provide plan for recruitment and succession of board members. Provide details regarding the types of expertise that is intended for the board, details regarding how individuals will be identified and selected, and who is responsible for recruitment.

One of our goal regarding board membership and diversity is to build a school board team around the core values rather than around the unpredictable results of school board elections or friendship. Current members of the Pelican Educational Foundation intend to recruit its future members from the volunteers who participate in activities of the foundation and its charter school. In general, these volunteers may share similar goals and objectives of the foundation. Identification and recruitment of new board member is a long-term process and takes a step-by-step approach accomplish this goal. In order to have an effective board recruitment and nominations process the following elements will be considered;

- **Establish year-round committee**; Because board recruitment and nominations is such an important activity, a year-round committee will be established.
- Link recruitment to the strategic plan; The board, or the board development committee, will reviews the mission, vision, goals and strategies, and then determines any new skills, knowledge, personal contacts and other attributes future board directors will need to possess in order for the board to do its part in advancing the strategic plan.
- **Profile the current board;** The board development committee will create a profile of the current board using a matrix designed for this purpose. Key factors that define sought-after expertise, knowledge, skills, experience, as well as relevant demographic factors will be arranged down the side of the matrix.
- Focus the recruiting priorities; By reviewing the charter school strategic plan, the performance requirements of the charter school contract, as well as the profile of current board strengths and weaknesses, the board development committee will identify the gap between the skills and knowledge needed on the board, and what board directors currently possess. Based on this analysis, the board development committee will set clear recruiting priorities for future board recruitment.
- Write a board director job description; To operate successful charter schools each board member must understand and accept the specific duties and responsibilities that come with board directorship. Key responsibilities include the following:
  - Consistent attendance at regular board meetings,
  - Participation as an active member on it least one committee,
  - Participation in the fund-raising activities of the school in a manner appropriate for that board director; and
  - Preparation in advance before regular board meetings by reading and

studying materials sent in advance regarding key actions the board is expected to take at the next meeting.

The following steps will be utilized for board member recruitment:

- Step 1. Establish a board development committee,
- Step 2. Prepare for active board director recruitment,
- **Step 3.** Develop a profile of the current foundation board,
- Step 4. Determine strategies to build board diversity;

According to research by Aspen Institute, factors related to building and maintaining board diversity include but not limited to the following:

- Having a nominating committee that is committed to building diversity.
- Making diversity a priority for the organization.
- Engaging in cultural diversity training and activities.
- Step 5. Develop an initial list of prospective board members,
- Step 6. Conduct first round of personal contact with top recruiting prospects,
- Step 7. Schedule and conduct orientation sessions with prospective members, and
- **Step 8.** Selection/appointment of new members to the board.

# 30. Describe the relationship the board will have with the key administrative leaders, management company, and/or any significant partner organizations.

The board of Pelican Foundation is ultimately responsible for management and administrative practices in regards to compliance with generally accepted accounting principles and generally accepted standards of fiscal management and any other State or Federal regulations.

Pelican Foundation contracts with Cosmos Foundation, as explained in detail in section 32, to the extent permitted by law, to provide the schools the functions relating to the provision of educational services and the operation of the School. Cosmos will provide the schools the services such as professional development for school administrators and teachers, curriculum development, teaching techniques and testing, grant writing, database management, subject to the approval of the Pelican's Board of Trustees.

Individual schools run by the foundation will be required to submit a Budget Status Report (or Board Report), a sample of which is appended herein, every month. The board will review these reports in its regular meetings. The superintendent and/or the business manager will provide any further explanation or clarification sought by the board members.

These monthly reports will enable the board to closely monitor the financial status of each school.

Besides, internal audits will be conducted to identify any financial corrections that may be required. The following section briefly explains the internal audit process.

## **Internal Auditing Purpose and Scope**

Internal Auditing is an independent appraisal function established to examine and evaluate the School's activities as a service to the Board and the Superintendent. The following areas have been identified for audit coverage:

- \*Campus Audits
- \*Accounts Payable
- \*Accounts Receivable
- \*Athletics
- \*Attendance
- \*Budget Formation & Financial Reporting
- \*Cash
- \*Capital Projects/Construction
- \*Data Processing
- \*Educational Programs
- \*Energy/Utilities
- \*Fixed Assets

- \*Food Service
- \*State/Federal Grants
- \*Investments
- \*Long Term Debt
- \*Maintenance & Operations
- \*Other Assets & Liabilities
- \*Other Revenues & Expenditures
- \*Personnel & Payroll
- \*Print Services
- \*Purchasing & Warehouse Operations
- \*Risk Management
- \*Travel Expenses
- \*Other Trust & Agency Funds

GUIDANCE: It is the belief of BESE that the capacity of a charter school's governing board to conduct its oversight and fiduciary duties effectively is critical to the quality of that school. As such, the proposed governing board should have at least five members; be representative of the community in which the proposed charter school would serve; and have a diverse set of professional skills and practical work experience in the areas of education, public, non-profit, and/or for-profit administration or operations, community development, financial management, and law.

Additionally, LA-R.S. 17:3983(F)(2) provides that no Application for operating a Type 5 charter school shall be approved nor shall such a school be operated by any person, whether a natural person or artificial entity, who or which has less than five years of significant experience, as determined by the state board, operating or working for or with a person who operates a public, private, or charter school, a public or private postsecondary institution, or a for-profit business or a non or not-for profit entity which provides academic instruction to students.

In drafting the proposed charter school's by-laws, please review carefully all sections of the Louisiana Charter School Law, noting also the importance of the Louisiana Nonprofit Corporations Law. Please remember that charter schools, pursuant to LA-R.S. 17:3996(B), are subject to the Open Meetings Law, LA-R.S. 42:4.1 et seq. and the Code of Governmental Ethics LA. R.S. 42:1101 et seq. In addition, members of the nonprofit corporation's board of directors are prohibited from receiving any compensation other than reimbursement of actual expenses incurred while fulfilling duties as a member of such a board. LA-R.S. 17:3991(A) (1) (b). Accordingly, in adapting by-laws from another non--profit corporation (or using model by-laws); be sure that each provision is consistent with the laws applicable to charter schools and their unique status.

Please note that LA-R.S.17:3991(A) (1) (c) (ii) provides that not more than twenty percent of the members of any governing or management board of a charter school shall be members of the same immediate family. Members of the same immediate family shall include a board member and any other board members to whom he is related as defined

in R.S. 42:1102(13) and any other board members to whom any of them are so related.

## SCHOOL LEADERSHIP and PERSONNEL MANAGEMENT

31. Provide an organizational chart for the school and a narrative description of the chart. The information supplied should indicate clearly the reporting structure of employees to the nonprofit board and staff to the school director(s). If the charter school would contract with a company for management services, also indicate the company's role in the organizational structure of the school. Include delineation of any Professional Partnership Organization.

The Board of directors of the Pelican Educational Foundation will carry out its statutory responsibilities associated with operating the charter school in an efficient and ethical manner and in compliance with local and other applicable state and federal laws. The Pelican Educational Foundation will have the final authority for policy and operational decisions of the proposed school. In the meantime the sponsoring entity does not intend to manage daily school activities. The school principal will be responsible for daily school activities.

The following table shows key decisions and the decision making authority;

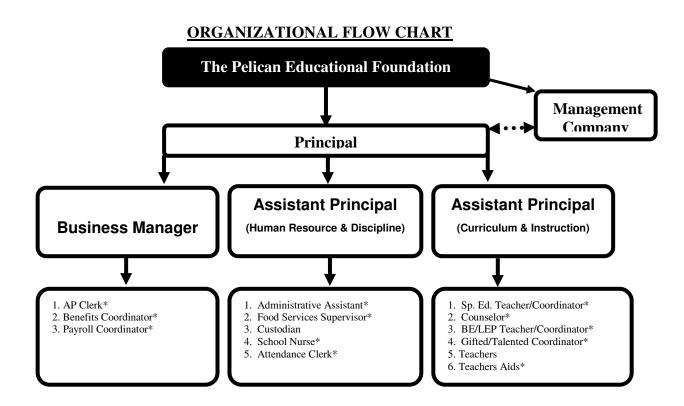
| Key Decisions  | Decision making authority  |
|--|--|
| Hiring and evaluating school the principal   | The Pelican Educational Foundation Board   |
| Hiring and evaluating teacher performance  | The school principal   |
| Setting the budget and managing the school's expenses and revenues against the approved budget       | The Pelican Educational Foundation Board has the final authority to approve school budget; however, the principal and business manager will play active roles in managing the school's expenses and revenue against the approved budget. |
| Defining key school policies including code of conduct, enrollment procedures, and grievance process | The Pelican Educational Foundation Board   |
| Hiring and evaluating the management company   | The Pelican Educational Foundation Board   |

The Pelican Educational Foundation will be incompliance with the *No Child Left Behind Act* and will seek to hire teachers who are highly qualified in core academic subject areas. Teachers who are employed at the school shall have a minimum of bachelor's degree and

will demonstrate competency in the area of assignment. The Special Education and BE/ESL teacher will be certified or licensed in the area of assignment. The teaching faculty will be encouraged to seek Louisiana Teachers' Certification during their employment at the school.

## **Organizational Structure and Line of Authority**

The following flow chart shows the organizational structure and line of authority of each campus. Each arrow points to the flow of leadership of each position from top-to-bottom. A dotted line shows mutual communications rather than a line of authority between the management company and the campus principal. Within this line of authority, teachers, aids, coordinators, nurse etc. report to assistant principals. Payroll and benefit coordinators report to the business manager. Assistant principals and the business manager report to the principal. The principal gathers relevant data and evaluates all of his or her personnel. The principal also prepares a monthly board reports to be submitted to the Pelican Board.



\*Please Note: That the chart above is designed to show administrative functions rather than individual positions. In other words, multiple tasks can be performed by the same person if need arises (i.e. a payroll coordinator can be account payable clerk and benefit coordinator). Additional positions may be created as needed.

## Narrative Description of the organizational Chart

## The Management Company's Role in the Organizational Structure

The management company, the Cosmos Foundation, will offer comprehensive school advisory services to the Pelican Educational Foundation. The management company will not interfere nor be involved in daily school activities; although, the management company will review, periodically school activities and operation and provide monthly reports to the Pelican Foundational Board. The management company will work closely with the Pelican Foundation and the principal during and after the establishment phase. The management company will advise and provide services when necessary in the following areas;

- staff hiring and management. Including recruiting, training, professional development, evaluation, and (if necessary) termination;
- student enrollment:
- business management and comprehensive administrative services;
- school operations management;
- facilities planning and management;
- special education services;
- reporting and compliance issues.

## **PRINCIPAL:**

Principal shall operate as chief operating subordinates to the board and consults with the management company in orchestrating program and service delivery to students through teaching and auxiliary staff including the following duties:

## **Supervisory Responsibilities:**

Supervise and evaluate the performance of staff assigned to campus including assistant principal(s), the business manager, teacher(s), counselor(s), librarian(s), instructional aides, clerical support staff, and custodians.

#### **Skills:**

- Knowledge of school law, finance, and curriculum.
- Able to manage personnel.
- Able to interpret policy, procedures, and data.
- Exceptional organizational, communication, public relations, and interpersonal skills.

## **Working Conditions:**

- Maintain emotional control under stress.
- Occasional district wide and statewide travel.
- Moderate bending, lifting kneeling, and stopping.
- Frequent prolonged and irregular hours.

## **Responsibilities and Duties:**

## **Management:**

- Monitor instructional and managerial processes to ensure that program activities are related to program outcomes and use findings to take corrective actions.
- Regularly consult the campus-level committee about planning, operation, supervision, and evaluation of campus education program. Include students and community representatives when appropriate.

## **School or Organization Morale:**

- Provide instructional resources and materials to support teaching staff in accomplishing instructional goals.
- Foster collegiality and team building among staff members. Encourage their active enrolment in decision-making process.
- Provide for two way communications with the board and the Management Company, staff, students, parents, and community.
- Communicate and promote expectations for high-level performance to staff and students. Recognize excellences and achievement
- Ensure the effective and quick resolution of conflicts

## **School or Organization Improvement**

- Build common vision for school improvement with staff. Direct planning activities and put programs in place with staff to ensure attainment of school's mission.
- Develop and set annual campus performance objectives for each of the Academic Excellence Indicators using the campus planning process and site-based decision making committee.
- Develop, maintain, and use information systems and records necessary to show campus progress on performance objectives addressing each Academic Excellence Indicator.

## **Personnel Management:**

- Interview, select, and orient new staff. Approve all personnel assigned to campus.
- Define expectation for staff performance with regard to instructional strategies, classroom management, and communication with public.

- Observe employee performance, record observations and conduct evaluation conferences with staff:
- Work with campus-level planning and decision-making committees to plan professional development activities.

## **Management of Fiscal, Administrative, Facilities Functions:**

- Comply with district policies and state and federal laws and regulations affecting the schools.
- Develop campus budgets based on documented programs needs, estimated enrollment, personal, and other fiscal needs. Keep programs within budget limit
- Maintain fiscal control. Accurately report fiscal information.
- Compile, maintain, and file all physical and computerized report, records, and other documents required including accurate and timely reports of maximum attendance to requisition textbook.
- Manage use of school facilities. Supervise maintenance of facilities to ensure a clean, orderly and safe campus.
- Direct and manage extra curricular and intramural programs. Including management of multiple activity funds.

## **Student Management:**

- Work with faculty and student to develop a student discipline management systems that results in positive student behavior and enhances the school climate.
- Ensure that school rules are uniformly observed and that student discipline is appropriate and equitable in accordance with Student code of Conduct and student handbook.
- Conduct conferences about student and school issues with parents, student, and teachers.

## **School or Community Relations:**

- Demonstrate awareness of school and community needs and initiate activities to meet those needs.
- Use appropriate and effective techniques to encourage community and parent involvement.

## **ASSISTANT PRINCIPALS:**

Assistant Principals will assist principal in instructional program administration, human resources organizations, student activities and services.

#### Skills:

- Working knowledge of charter operations.
- Exceptional organizational, communication and interpersonal skills.
- Capable of coordinating charter support operations.

## **Responsibilities and Duties:**

Share supervisory duties for charter professional staff with charter principal. Oversee teachers, custodians, paraprofessionals, clerical personnel and others as assigned.

#### **Instructional Management**

- Assist in planning and assessing the educational programs.
- Encourage planning of innovative education programs, assist teachers in implementing such efforts when appropriate.
- Encourage the use of technology in the instructional process.

#### **Charter Atmosphere**

- Encourage a constructive, thoughtful climate for learning.
- Promote fairness of students and staff from all cultural backgrounds.
- Communicate with students and staff in an effective manner.

# **Charter Improvement**

- Assist in organization of school improvement plan with staff, parents and community members.
- Help principal design, manage and implement information systems to manage and track progress on charter goals and academic excellence indicators.

# **Personnel Management**

- Hold employee evaluation conferences based on records of performance evaluation.
- Assist principal in interviewing, selecting and orienting new charter employees.

# Administration and Fiscal/Facilities Management

- Oversee charter operations in principal's absence.
- Assist in scheduling student activities by participating in the development of class schedules, teacher assignments and extracurricular activity schedules.
- Oversee student attendance records and assist the attendance clerk on truancy issues
- Requisition supplies, textbooks and equipment; verify inventory; manage records; and confirm receipts for materials.
- Aid in safety drill practices and inspections.
- Manage support services including transportation, custodial and cafeteria.
- Abide by all federal and state laws that apply to charter schools and charter policy.

#### **Student Management**

- Provide for supervision of students during non-instructional hours.
- Help students develop positive behavior through a student discipline management system.
- Provide for uniform enforcement of school rules and oversee appropriate and reasonable student discipline.
- Hold parent/teacher/student conferences in regard to student and school issues.
- Demonstrate use of productive and efficient skills to raise community and parent involvement.

#### **BUSINESS MANAGER:**

The primary role and purpose of the business manager is to oversee and maintain the operation of all financial and business affairs of the charter including accounting, payroll, purchasing, and risk management and act as the chief financial adviser to the principal

and the board. Business manager must have an understanding of school accounting principals.

#### **Skills:**

- Applicable knowledge of school finance, budgeting, accounting systems, and economics.
- Effective communication, public relations, and interpersonal skills.
- Knowledge of personal computers and software to compile spreadsheets, perform data analysis, and do word processing.
- Capable of interpreting policy, procedures, and data.
- Capable of managing budget and personnel.
- Capable of coordinating charter activities.

# **Responsibilities and Duties:**

#### **Fiscal Management**

- Ensure that the principal is advised on the business affairs of the charter school.
- Analyze accounting practices, systems, and controls in all charter departments and advise on improvements in their structure, implementation, and maintenance.
- Manage a revolving auditing program for all funds and work with the charter's independent and internal auditors while conducting audits.
- Maintain accounting systems that comply with laws and regulations.
- Devise period cash flow analysis to determine cash available for investment and payment of bills.
- Manage charter investment portfolio.
- Supervise monthly bank settlement preparations for the operating, special revenue, debt service, construction, tax, cafeteria, and athletic accounts. Audit statements of vendor and payroll clearing accounts.
- Compile and enter all budget adjustments, additions, and deletions.
- Assess and authorize all purchase orders and check requests and manage budget by certifying availability of funds.
- Help with drafting of budget and assessing the long- and short-range objectives for the business operations of the charter.
- Oversee needs evaluation for the enhancement of the charter business operations.
- Collaborate with charter personnel to project student enrollments, staff needs, building and facilities needs, energy needs, capital equipment needs and other cost items for the charter and individual school improvement.
- Monitor the business office budget and see that programs are cost effective and funds are managed effectively.
- Act as charter leader to achieve cost-effective practices throughout the school.
- Confirm that business operations support the charter mission.

# **Documentation and Law**

- Ensure policies established by federal and state law that apply to charter schools and local board policy in area of business operations is being followed.
- Manage all hardcopy and computerized reports, records, and other documents required.

- Compile and review monthly financial statements and budget reports.
- Draft comprehensive annual financial report.
- Compile semi-annual financial reports to LDE for submission.
- Draft quarterly and final reports for all federal funds.

#### **Inventory**

- Ensure accurate computerized inventory records of all of the charter's assets.
- Maintain and direct sales of surplus salvage equipment for disposal.
- Oversee maintenance of replacement cost-asset inventory for insurance purposes.
- Receive and register bids, calculate results and draft written recommendations.
- Oversee the drafting of bids and bid specifications.

# **Personnel Management**

- Compile, check and revise business department job descriptions.
- Devise training options and/or improvement plans to maintain superior business operations.
- Assess job performance of employees to maintain effectiveness.
- Oversee personnel and make accurate recommendations in regards to assignments, retention, discipline, and dismissal.

# **Community Affairs**

• Show knowledge of charter and community needs and implement programs to meet those needs.

# **Supervisory Responsibilities:**

Supervise and assess the performance of the risk manager, purchasing manager, bookkeeper, accounts payable clerk, and payroll clerk.

#### **Job Related Conditions:**

- Maintain control in stressful situations.
- Travel may be required.
- Extended or irregular hours.

# **TEACHER:**

The primary role and purpose of a teacher is to provide students with appropriate educational activities and experiences that will enable them to fulfill their potential for intellectual, emotional, physical and social growth. Teachers will help students develop the skills necessary to be a productive member of society.

#### **Skills:**

- Understanding of subjects assigned.
- Working knowledge of curriculum and instruction.
- Capable of instructing students and managing their behavior.
- Exceptional organizational, communication and interpersonal skills.

# **Responsibilities and Duties:**

# **Instructional Strategies**

- Design, write and use lesson plans that conform to the charters curriculum. Ensure written plans are available for review.
- Ensure lesson plans show modifications for differences in student learning styles.
- Teach instructional subjects according to guidelines established by Louisiana Department of Education, charter polices and administrative regulations.
- Implement appropriate instructional and learning strategies, activities, materials and equipment to ensure comprehension of learning styles and student needs.
- Design instructional activities by using data from student learning style assessments.
- Collaborate with special education teachers on student Individual Education Plans to ensure all modifications are met.
- Collaborate with staff to determine charter requirement for the instructional goals, objective and methods.
- Produce and oversee teacher aide and volunteer assignments.
- Employ technology practices to strengthen the instructional process.

# **Growth and Development**

- Help students assess and enhance their study methods and habits.
- Produce formal and informal testing to evaluate student success.
- Coordinate and manage extracurricular duties as assigned. Sponsor outside activities approved by the charter principal.
- Serve as an example for students, support mission of charter.

#### **Classroom Management and Organization**

- Prepare classroom to enhance learning and to aid in physical, social and emotional development of students.
- Control student behavior in agreement with the student handbook.
- Ensure necessary and reasonable measures are taken to protect students, equipment, materials and facilities.
- Provide input on book, equipment and material selection.

#### Communication

- Establish communication rapport with parents, students, principals and teachers through conferences.
- Create and maintain a professional relationship with colleagues, students, parents and community members.
- Present information accurately through clear communication skills.

#### **Professional**

• Enrich job skills through professional development activities.

#### Other

- Keep up to date on and abide by state and charter regulations and policies for classroom teachers.
- Gather, manage and file all reports, records and other documents required.
- Be active in faculty meeting and assist in staff committees as necessary.

#### **Job Related Conditions:**

- Maintain control in stressful situations.
- Extended hours may be required.
- Some lifting may be required.

#### **SPECIAL EDUCATION TEACHER:**

The primary role and responsibility is to provide services to special education students with appropriate learning activities and experiences that will enable them to fulfill their potential for intellectual, emotional, physical and social growth. The Special Education teacher will develop student ability level instructional materials through modified curriculum and prepared lesson plans. Special Education teacher will conduct work in self-contained, team, departmental or itinerant capacity as necessary.

#### **Skills:**

- Complete knowledge of special needs of students in assigned area.
- Complete knowledge of Individual Education Plan Committee process and Individual Education Plan (IEP) goal setting process and implementation.
- Working knowledge of curriculum and instruction.

# **Responsibilities and Duties:**

#### **Instructional Strategies**

- Work in conjunction with students, parents and other members of staff to develop IEPs through the IEP Committee process for each student assigned.
- Design, write and use instructional, therapeutic or skill development program for assigned students and ensure written plan is available for review.
- Ensure comprehension of learning styles and student needs are met through creation and implementation of appropriate instructional and learning strategies, activities, materials and equipment.
- Collaborate with classroom teacher on student IEP to ensure all modifications are met and help special education students in regular class when appropriate.
- Participate in IEP Committee meetings on an ongoing basis.
- Design instructional activities by using data from students learning styles assessment.
- Ensure IEP guidelines are met when presenting subject matter.
- Use an assortment of media and techniques to meet the needs and capabilities of each student assigned.
- Produce and oversee the teacher aide and volunteer assignments.
- Employ technology practices to strengthen the instructional process.

# **Growth and Development**

- Produce formal and informal testing to evaluate student success.
- Oversee or ensure personal care, medical care and feedings of students as stated in IEP.

- Manage and care for all extracurricular duties as assigned. Sponsor outside activities approved by charter principal.
- Serve as an example for students; support mission of charter.

# **Classroom Management**

- Prepare classroom to enhance learning and aid in the physical, social and emotional development of the students.
- Control student behavior and implement discipline plan. This includes handling crisis situations and physically restraining students as necessary according to IEP.
- Collaborate with the classroom teachers regarding student behavior management programs according to IEP.
- Collaborate with charter and outside resource people regarding education, social, medical and personal needs of student.
- Ensure necessary and reasonable measures are taken to protect students, equipment, materials and facilities.
- Provide input on books, equipment and material selection.

#### Communication

- Ensure good communication rapport with parents, students, principals and teachers through conferences.
- Create and maintain a professional relationship with colleagues, students, parents and community members.
- Present information accurately through clear communication skills.

#### Other

- Enrich job skills through professional development activities.
- Keep up to date and abide by federal, state and charter policies for special education teachers.
- Gather, manage and file all reports, records and other documents required.
- Be active in faculty meetings and assist in staff committees as required.

#### **Job Related Conditions:**

- Maintain control in stressful situations.
- Some lifting may be required.
- May be required to restrain students to control behavior.

# **SPECIAL EDUCATION AIDE:**

Primary role and purpose of a special education aid is to provide assistance to the special education teacher for the physical and instructional needs of the charter student with disabilities in the special education program. The special education aid will help implement educational programs, including self-help, behavior management and instructional programs for students. The special education aid will work under direct supervision of a certified special education teacher and indirect supervision of the principal.

#### Skills:

- Capable of working with children with disabilities.
- Capable of following verbal and written instructions.
- Capable of communicating effectively.
- Able to use general office equipment.

#### **Responsibilities and Duties:**

#### **Instructional Support**

- Prepare educational materials and displays for the classroom with the assistance of the classroom teacher.
- Assist in keeping class neat and orderly.
- Assist teacher in handling administrative records and reports.
- Help substitute teachers with classroom layout, or other pertinent classroom management.
- Assist with inventory, care and maintenance of equipment.

# **Student Management**

- Help physically disabled students according to their needs, including but not limited to, transferring to and from wheelchairs, lifting or positioning.
- Help students with physical needs and personal care, including but not limited to, feeding, bathroom needs, and personal hygiene.
- Assist in student behavior management. This includes handling crisis situations and restraining disruptive or dangerous students as needed.
- Take responsibility for learning and conforming to each student's special medical, physical, communicative and emotional needs.
- Coordinate educational activities assigned by the teacher; help individual students or small groups.
- Assist in overseeing students throughout school day, inside and outside classroom. This includes lunchroom, bus and playground duty.
- Advise teacher on special needs or problems of individual students.

#### Other

- Ensure confidentiality.
- Enhance job skills by participating with staff development programs.
- Be active in faculty meetings and special events as assigned.

#### **ADMINISTRATIVE ASSISTANT:**

Primary Role and Purpose of the administrative assistant is to organize and maintain the normal work activities of the office of administration. Provide clerical duties to the principal, assistant principals, and other charter staff.

#### **Skills:**

- Exceptional keyboarding, word processing and file maintenance skills.
- Strong communication and interpersonal skills.
- Basic math skills.
- Knowledge of personal computer and software in order to compile spreadsheets and databases and do word processing.

# **Responsibilities and Duties:**

#### **Records and Correspondence**

- Draft correspondence, forms, reports, etc., for the principal and other department staff members using a personal computer.
- Prepare data as needed when completing state and local reports.
- Organize and manage hardcopy and computerized departmental files.
- Manage student records as needed.

#### **Accounting**

- Attend to routine bookkeeping duties, including basic math operations, for the department.
- Assist with the completion of purchase orders and payment authorizations.
- Maintain personnel time records including leave requests and reports. Draft and submit information to the central office.

#### Other

- Answer incoming calls, take accurate messages and transfer to appropriate staff.
- Oversee appointment schedule and make travel arrangements for department staff.
- Receive, sort and deliver mail and other documents to department staff.
- Ensure confidentiality of information.

## **Job Related Conditions:**

- Maintain control in stressful situations.
- Manage time with frequent interruptions.
- Extended computer time.

#### **COUNSELOR:**

Primary Role and Purpose of the counselor is to develop, implement, and assess a comprehensive guidance program for the charter including counseling services. Promote a guidance program that shows students how their personal growth and development can be maximized.

#### **Skills:**

- Working knowledge of counseling procedures, student appraisal and career development.
- Superior organizational, communication and interpersonal skills.
- Capable of instructing students and managing their behavior.

# **Responsibilities and Duties:**

#### Guidance

- Communicate the guidance program to students and parents.
- Assist teachers to include guidance program with charter curriculum.
- Administer education programs and career awareness to individuals and student groups on an ongoing basis.
- Ensure individual and small group counseling needs are met.

#### Consultation

- Confer with individuals associated with students to enhance their work with students.
- Collaborate with charter personnel and community residents to obtain resources for students.
- Ensure special programs and services are utilized by students with an efficient referral process.

#### **Evaluation**

- Assist in devising and assessing a charter standardized testing program.
- Evaluate test and assessment results effectively.

# **Program Management**

- Develop a comprehensive guidance/counseling program that meets the identified needs of the student.
- Plan and implement an ongoing assessment of the guidance program and make adaptations based on the results.
- Gather, manage and file all required hardcopy and computerized reports, records and other documents.

#### Administration

- Abide by policies established by federal and state law that apply to charter schools, Commission's Rules that apply to charter schools, and charter policy in guidance and counseling area.
- Abide by all charter routines and regulations.
- Ensure a positive and constructive relationship with supervisors.
- Communicate with colleagues, students and parents in an effective manner.

#### **Professional**

- Provide role model behavior that is professional, ethical and responsible.
- Partake in professional development to enhance skills related to job assignment.

#### **Job Related Conditions:**

• Maintain control in stressful situations.

#### **BILINGUAL COORDINATOR:**

Primary Role and Purpose the bilingual coordinator is to oversee the charter program for bilingual students. Provide educational opportunities to bilingual students through communication with charter staff and outside personnel.

**Education:** Valid teaching certificate with endorsement in bilingual education.

#### **Skills:**

- Capable of organizing and coordinating charter wide program.
- Skill at interpreting data.
- Understanding of curriculum and instruction.
- Understanding of strategies and materials for the education of bilingual students.
- Exceptional organizational, communication and interpersonal skills.
- Effective communication skills with bilingual parents and students.

# **Responsibilities and Duties:**

# **Program Management**

- Construct procedures and implement the process to recognize bilingual students at all grade levels, including review of student information and testing of students.
- Adapt bilingual curriculum as needed.
- Ensure bilingual students have appropriate curriculum modifications, acceleration, etc., of course work through collaboration with teachers.
- Design and provide for professional staff training sessions on various instructional methods, classroom settings, and identifying methods for bilingual students.
- Design and implement an ongoing assessment of the bilingual program and make adaptations based on the results.

#### Consultation

- Ensure aide staff has appropriate resources and materials to accomplish program goals.
- Confer with individuals associated with bilingual students in regards to program goals.
- Oversee parent meetings, including parent advisory committee meetings.

## **Finance and Inventory**

- Manage the bilingual budget and see that programs are efficient and that bilingual funds are managed appropriately.
- Assess program needs to calculate budget and cost estimates.
- Assist in grant-writing activities to secure program funding.
- Participate in acquiring supplemental equipment and supplies for the program.

#### **Documentation and Law**

- Gather, manage and file all hardcopy and computerized reports, records and other documents required.
- Abide by all policies established by federal and state law that apply to charter schools.

#### **Job Related Conditions:**

- Maintain control in stressful situations.
- Extended hours may be required.
- Some travel may be required.

#### FOOD SERVICE SUPERVISOR:

Primary Role and Purpose of the food service supervisor is to oversee charter food service operations. Ensure that appropriate quantities of food are prepared and served.

Abide by menu time constraints established by charter administration. Ensure health codes are met.

#### **Skills:**

- Working knowledge of methods, materials, equipment and appliances used in food preparation.
- Capable of managing personnel.
- Planning and organizational skills.
- Capable of understanding food preparation and safety instructions.
- Knowledge of kitchen equipment and food production procedures.
- Capable of operating large and small kitchen equipment and tools.
- Capable of performing basic arithmetic operations.

#### **Responsibilities and Duties:**

# Cafeteria Management

- Compile and manage work schedules and production records.
- Oversee daily kitchen and cafeteria activities.
- Comply with serving schedules and prepare all food items according to menu guidelines defined by departmental policies and procedures.
- Collaborate with charter principal to see that temporary schedule changes and special serving requirements are met, and to handle personnel problems.
- Oversee and tutor employees at charter level, ensuring efficiency, morale and teamwork.

#### **Documentation and Law**

- Provide safe and high quality food and prepare according to policies, procedures and department requirements.
- Compile precise reports of daily and monthly financial, production and activity records.
- Manage accurate information for payroll reporting and forward to appropriate department.

#### **Safety**

- Provide safe and hazard-free environment for storing food.
- Produce and abide by standards of cleanliness, health and safety following health and safety codes and regulations.
- Keep a safe work environment.

# **Inventory and Equipment**

- Guarantee that adequate food and supplies are maintained through daily orders and periodic inventories.
- Keep records on required equipment maintenance within campus food service department.
- Provide ongoing preventive maintenance and keep records of all equipment repairs needed.
- Advise replacement of equipment to meet department needs.
- Inventory equipment and supplies annually.

#### Other

• Help review, select and train cafeteria workers. Make sound recommendations about the assignment, discipline and retention of cafeteria workers.

## **Supervisory Responsibilities:**

Oversee and assess food service workers assigned to charter cafeteria.

#### **Job Related Conditions:**

• Maintain control in stressful situations.

# **CUSTODIAN:**

# **Primary Role and Purpose:**

Oversee charter's maintenance and custodial operations. Maintain facilities so that full educational use may be made at all times. Ensure facilities provide an excellent working environment that is safe, clean, attractive and functional.

#### **Skills:**

- Working knowledge of basic principles of construction, school plant maintenance and custodial operations.
- Capable of managing maintenance department budget and personnel.
- Capable of coordinating district functions.
- Capable of interpreting policy, procedures and data.
- Capable of reading blueprints and schematics.
- Effective organizational, communication and interpersonal skills.

# **Responsibilities and Duties:**

#### **Facility Maintenance**

- Supervise custodial, maintenance and repair, security and central warehouse operations of charter.
- Process work orders for repair and maintenance of charter facilities and grounds.
- Provide written working procedures for maintenance, repair, operations and security of all charter facilities and equipment.
- Organize plans and requirements for contracted repair work and locations improvement for submission to appropriate department for bids.

# **Documentation and Law**

- Follow federal and state laws that apply to charter schools, Commissioner's Rules that apply to charter schools, and local charter policy in maintenance area.
- Gather, manage and file all reports, records and other documents required in maintenance area.
- Compile necessary information to process maintenance payroll.

#### **Finance and Inventory**

- Oversee maintenance budget and verify that programs are cost efficient and funds are managed accordingly.
- Record program needs in order to provide budget and cost estimates.
- Supervise inventory and stock control program for equipment and supplies.
- Write purchase orders and bids within charter budget and following charter policies.
- Replace and maintain an adequate inventory of supplies and parts.
- Approve and forward maintenance department invoices and purchase orders to accounting department.
- Propose disposal of obsolete equipment and acquire updated equipment as necessary.

#### Personnel

- Assign work to maintenance personnel and supervise job completion.
- Draft and revise maintenance department job descriptions.
- Assess effectiveness of employees' job performance.
- Employ, train, oversee and make sound recommendations about maintenance personnel placement, transfer, retention and dismissal.

#### Safety

- Implement safety standards that abide by federal, state, and insurance regulations and implement a safety prevention program.
- Keep all equipment in ideal operating condition.

#### Other

- Work as disaster duty personnel when needed.
- Participate in professional growth activities to keep informed of new methods in maintenance operations.
- Be available for after-hours emergencies.

# **Supervisory Responsibilities:**

Oversee performance of craftsmen, head custodian, grounds foreman, warehouse supervisor, head security, and support staff assigned to maintenance department.

# **Job Related Conditions:**

- Maintain control in stressful situations.
- Frequent travel required.
- Extend hours may be required.

# **SCHOOL NURSE:**

# **Primary Role and Purpose:**

Ensure complete health services program for charter. Provide students with health services. Incorporate students into health education program and teach preventive health practices.

#### **Skills:**

- Ability to evaluate students to identify health defects.
- Exceptional organizational, communication and interpersonal skills.
- Capable of implementing policies and procedures.

# **Responsibilities and Duties:**

# **Nursing Services**

- Provide medical care, minor or emergency, to students and staff according to charter policy.
- Act as health mentor for students.
- Contact parents or guardian in cases of accident or illness. Obtain outside medical care in emergency cases when parents or guardian cannot be reached.
- Implement plan to ensure student medications are administered properly. Ensure plan is in compliance with charter policy and procedures.
- Issue health screening for staff and students as required by the Department of Health. Make referrals as necessary.

- 32. If the proposed school is contracting with a management company, provide information and background regarding how and why the management company was selected; include in your response the following:
  - a. Evidence of success including annual performance reports for existing schools, audited financial statements, and a letter of support from existing school(s) and/or authorizers.

Pelican Educational Foundation is solely established for the purpose of providing educational services. Immediately after its inception, the foundation began searching for a non-profit organization with which we could establish a relationship in the form of either a partnership or a management agreement. We have considered a number of local and national organizations for this purpose and concluded that Cosmos Foundation, a Texas based non-profit, would be the best choice.

Cosmos Foundation has proven to be an outstanding institution in the field of Public Education. The Board members of Pelican Educational Foundation has been closely monitoring the Harmony School Model. We would like to replicate this model, which worked very well with similar student demographics, in Louisiana.

We strongly believe that Cosmos Foundation is highly qualified to deliver these services with their track record, in public education, which is briefly explained below.

The annual performance reports of the schools which were in operation last year are given in **Attachment 32.a.1**. Besides the financial audit report is provided as **Attachment 32.a.2** and the support letters from the existing schools are in **Attachment 32.a.3**.

#### **Attachment 32.a.1 follows**

# 2005-06 Academic Excellence Indicator System

District Name: HARMONY SCIENCE ACADEMY

Campus Name: HARMONY SCIENCE ACADEMY

Campus #: 101846001

2006 Accountability Rating: Exemplary

Gold Performance Acknowledgments:

*Attendance* (2004-05)

Advanced Academic Courses (2004-05)

Recommended High School Program (Class of 2005)

Commended on Reading/ELA

Commended on Writing

Commended on Social Studies

This is a Charter School.

2005-06 Campus Performance

Total Strudents: OUND 3960N Grade Span: 06 - 12 School Type: Both Elem/Sec

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African Special Campus Native Asian/ Econ Indicator: State District Group Campus American Hispanic White American Pacific Is Male Female Ed Disad LEP TAKS Met 2006 Standard Grade 6 (English) 2006 92% > 99% 97% > 99% > 99% > 99% > 99% > 99% > 99% > 99% \* > 99% Reading 2005 86% 95% 90% 94% 94% 91% > 99% 90% 98% 98% 78% 99% Mathematics 2006 81% 82% > 99% > 99% > 99% > 99% > 99% > 99% > 99% > 99% 95% 95% 89% 2005 73% 90% 70% 96% 90% > 99% 98% 89% All Tests 2006 78% 99% 81% > 99% > 99% > 99% > 99% > 99% > 99% > 99% > 99% + 2005 69% 888 69% 92% 92% 91% 89% 85% 98% 96% 78% TAKS Met 2006 Standard Grade 7 Reading 2006 80% 96% 85% 97% > 99% 91% > 99% > 99% 93% 98% 2005 81% 96% 80% 94% 97% 90% \* 94% 93% 93% > 99% Mathematics 2006 71% 94% 71% 95% 97% 91% > 99% > 99% 90% \* 98% 90% 82% 2005 65% 91% 60% 888 92% > 99% 89% 67% > 99% Writing 2006 91% 98% 98% > 99% > 99% > 99% > 99% > 99% > 99% 2005 89% 99% 89% > 99% > 99% > 99% > 99% > 99% > 99% > 99% 2006 65% 91% 63% 97% > 99% > 99% 86% All Tests 94% 86% 96% 2005 60% 888 58% 85% 888 82% 94% 78% 84% 67% TAKS Met 2006 Standard Grade 8 2006 97% > 99% Reading 84% 96% 85% 96% 92% > 99% 97% 96% 96% 2005 84% 97% 90% 97% > 99% 91% > 99% > 99% 94% 94% 2006 68% 92% 67% 89% 84% 89% 99% > 99% 87% 91% 89% Mathematics > 2005 62% 89% 58% 87% 90% 77% > 99% \* \* 91% 83% 85%

91%

99%

82%

87%

> 99%

85%

78%

90%

> 99%

> 99%

95%

95%

81%

77%

> 99%

83%

83%

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> 99%

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97%

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> 99%

87%

91%

87%

97%

79%

83%

\*

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> 99%

87%

98%

98%

80%

89%

77%

83%

83%

56%

52%

District Name: HARMONY SCIENCE ACADEMY

Campus Name: HARMONY SCIENCE ACADEMY

2006

2006

2005

2006

2005

\* Science

\* All Tests

Soc Studies

72%

84%

85%

58%

58%

Campus #: 101846001

90%

97%

79%

85%

\*

> 99%

<sup>\*</sup> Grade 8 Science (tested at 2 SEM below Panel Recommended value) is included in All Tests for 2006.

2005-06 Campus Performance

Total Students OUNDATION Grade Span: 06 - 12 Campus Name: HARMONY SCIENCE ACADEMY Campus #: 101846001 School Type: Both Elem/Sec

| Indicator:                  |              | State               | District       | Campus<br>Group     | Campus         | African<br>American | Hispanic           | White          | Native<br>American | Asian/<br>Pacific Is | Male       | Female         | Special<br>Ed | Econ<br>Disad  | LEP    |
|-----------------------------|--------------|---------------------|----------------|---------------------|----------------|---------------------|--------------------|----------------|--------------------|----------------------|------------|----------------|---------------|----------------|--------|
| TAKS Met 2006<br>Grade 9    | Standard     |                     |                |                     |                |                     |                    |                |                    |                      |            |                |               |                |        |
| Reading                     | 2006<br>2005 | 88%<br>83%          | > 99%<br>> 99% | 95%<br>88%          | > 99%<br>> 99% | > 99%<br>> 99%      | > 99%<br>> 99%     | *              | *                  |                      | 99%<br>99% | > 99%<br>> 99% | *             | > 99%<br>> 99% | *      |
| Mathematics                 | 2006<br>2005 | 58%<br>58%          | 96%<br>95%     | 64%<br>67%          | 92%<br>95%     | 90ક<br>92ક          | 92 <b>%</b><br>95% | > 99%<br>*     | *                  | * >                  | 99%<br>96% | 83%<br>93%     | *             | 90%<br>92%     | *      |
| All Tests                   | 2006<br>2005 | 57%<br>56%          | 96%<br>95%     | 63%<br>65%          | 92%<br>95%     | 90ક<br>92ક          | 92%<br>95%         | > 99%<br>*     | *                  | * >                  | 99%<br>96% | 83%<br>94%     | *             | 90%<br>92%     | *      |
| TAKS Met 2006<br>Grade 10   | Standard     |                     |                |                     |                |                     |                    |                |                    |                      |            |                |               |                |        |
| Eng Lang Arts               | 2006<br>2005 | 86%<br><b>68</b> %  | 94%<br>78%     | 90%<br>76%          | 94%<br>78%     | 91%<br>70%          | > 99%<br>86%       | > 99%<br>*     | *                  | *                    | 95%<br>80% | 92%<br>75%     | *             | 94%<br>85%     | *      |
| Mathematics                 | 2006<br>2005 | 62%<br>59%          | 85%<br>88%     | 66%<br>66%          | 85%<br>88%     | 73%<br>80%          | 93%<br>86%         | > 99%<br>> 99% | *                  | *                    | 95%<br>88% | 67%<br>89%     | *             | 83%<br>86%     | *      |
| Science                     | 2006<br>2005 | 61%<br>55%          | 88%<br>88%     | 62%<br>53%          | 88%<br>88%     | 82%<br>90%          | 93%<br>86%         | > 99%<br>80%   | *                  | *                    | 95%<br>81% | 75%<br>> 99%   | *<br>*        | 89%<br>79%     | *      |
| Soc Studies                 | 2006<br>2005 | 8 <b>4</b> %<br>85% | > 99%<br>96%   | 85%<br>89%          | > 99%<br>96%   | > 99%<br>> 99%      | > 99%<br>> 99%     | > 99%<br>*     | *                  | * >                  | 99%<br>94% | > 99%<br>> 99% | *<br>*        | > 99%<br>92%   | *      |
| All Tests                   | 2006<br>2005 | 50%<br><b>4</b> 0%  | 85%<br>56%     | 53%<br>3 <b>9</b> % | 85%<br>56%     | 73 <b>%</b><br>40%  | 93%<br>57%         | > 99%<br>60%   | *                  | *                    | 95%<br>50% | 67%<br>67%     | *<br>*        | 83%<br>50%     | *      |
| TAKS Met 2006<br>^ Grade 11 | Standard     |                     |                |                     |                |                     |                    |                |                    |                      |            |                |               |                |        |
| Eng Lang Arts               | 2006<br>2005 | 89%<br>87%          | 96%<br>89%     | 97%<br>89%          | 96%<br>89%     | 90%<br>> 99%        | > 99%<br>83%       | *              | *                  |                      | 99%<br>99% | 90%<br>81%     | *<br>*        | 93%<br>91%     | *      |
| Mathematics                 | 2006<br>2005 | 78%<br>72%          | 96%<br>96%     | 8 <b>4</b> %<br>78% | 96%<br>96%     | 90%<br>> 99%        | > 99%<br>92%       | > 99%<br>*     | *                  | * >                  | 93%<br>99% | > 99%<br>94%   | *<br>*        | > 99%<br>> 99% | *      |
| Science                     | 2006<br>2005 | 76%<br>71%          | > 99%<br>97%   | 83%<br>7 <b>4</b> % | > 99%<br>97%   | > 99%<br>> 99%      | > 99%<br>92%       | > 99%<br>> 99% | *                  | * >                  | 99%<br>92% | > 99%<br>> 99% | *<br>*        | > 99%<br>92%   | *<br>* |
| Soc Studies                 | 2006<br>2005 | 94%<br>91%          | > 99%<br>> 99% | > 99%<br>93%        | > 99%<br>> 99% | > 99%<br>> 99%      | > 99%<br>> 99%     | > 99%<br>> 99% | *                  |                      | 99%<br>99% | > 99%<br>> 99% | *             | > 99%<br>> 99% | *<br>* |
| All Tests                   | 2006<br>2005 | 66%<br>60%          | 92%<br>87%     | 69%<br>55%          | 92%<br>87%     | 80%<br>> 99%        | > 99%<br>77%       | > 99%<br>> 99% | *                  | *                    | 93%<br>92% | 91%<br>83%     | *             | 93%<br>83%     | *      |

<sup>^</sup> Primary Spring Administration, plus June 2005 and October 2005 first-time testers who pass all 4 tests.

District Name: HARMONY SCIENCE ACADEMY

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#### TEXAS EDUCATION AGENCY Academic Excellence Indicator System 2005-06 Campus Performance

District Name: HARMONY SCIENCE ACADEMY

Campus Name: HARMONY SCIENCE ACADEMY

Campus #: 101846001

Total Strudents: OUNDATION Grade Span: 06 - 12 School Type: Both Elem/Sec

Section I - Page 3

| Indicator:                                      |              | State                                 | District                                  | Campus<br>Group                        | Campus                           | African<br>American         | Hispani             | c White      | Native<br>American | Asian/<br>Pacific Is | Male           | Female              | Special<br>Ed | Econ<br>Disad                         | LEP          |
|---|--------------|---------------------------------------|---|--|----------------------------------|-----------------------------|---------------------|--------------|--------------------|----------------------|----------------|---------------------|---------------|---------------------------------------|--------------|
| TAKS Met 2006<br>(Standard Acc                  |              |                                       |   | s Tested                               | d, EXCLUI                        | OING grade                  | 8 Scien             | ce)          |                    |                      |                |                     |               |                                       |              |
| Reading/ELA                                     | 2006<br>2005 | 87%<br>83%                            | 97%<br>95%                                | 90%<br>85%                             | 97%<br>94%                       | 97%<br>95%                  | 98%<br>91%          | > 99%<br>97% | *                  | 96%<br>92%           | 99%<br>94%     | 96%<br>93%          | *             | 97%<br>95%                            | > 99%<br>90% |
| Mathematics                                     | 2006<br>2005 | 75%<br>71%                            | 9 <b>4</b> %<br>91%                       | 74%<br>69%                             | 94%<br>92%                       | 91%<br>91%                  | 93%<br>90%          | > 99%<br>97% | *                  | 96%<br>92%           | 96%<br>94%     | 91%<br>90%          | *             | 94%<br>92%                            | > 99%<br>77% |
| Writing   | 2006<br>2005 | 91%<br>90%                            | 98%<br>99%                                | 95%<br>89%                             | > 99%<br>> 99%                   | > 99%<br>> 99%              | > 99%<br>> 99%      | > 99%<br>*   | *                  |                      | > 99%<br>> 99% | > 99%<br>> 99%      | *             | > 99%<br>> 99%                        | *<br>> 99%   |
| Science   | 2006<br>2005 | 70%<br>63%                            | 93%<br>93%                                | 71%<br>59%                             | 93%<br>93%                       | 90%<br>95%                  | 95%<br>90%          | > 99%<br>90% | *                  | 83%<br>> 99%         | 97%<br>86%     | 87%<br>> 99%        | *             | 94%<br>85%                            | *            |
| Soc Studies                                     | 2006<br>2005 | 87%<br>87%                            | 98%<br>98%                                | 88%<br>87%                             | > 99%<br>98%                     | > 99%<br>> 99%              | > 99%<br>98%        | > 99%<br>93% | *                  | > 99%<br>*           | > 99%<br>98%   | > 99%<br>98%        | *<br>> 99%    | > 99%<br>97%                          | *            |
| All Tests                                       | 2006<br>2005 | 67%<br>62%                            | 92%<br>87%                                | 64%<br>59%                             | 93%<br>86%                       | 91%<br>88%                  | 92%<br>83%          | > 99%<br>91% | *                  | 96%<br>85%           | 96%<br>87%     | 89%<br>86%          | *<br>83%      | 93%<br>86%                            | > 99%<br>73% |
| TAKS Met 2006<br>(2008 Preview                  | at Panel     | Recomme                               | nded)                                     |  | ·                                | OING grade                  |                     | •            | *                  | 750                  | 020            | <b>C1</b> 9         | *             | 750                                   | *            |
| Science<br>All Tests                            | 2006<br>2006 | 66%<br>65%                            | 78%<br>87%                                | 64%<br>61%                             | 76 <b>%</b><br>87%               | 70 <b>%</b><br>8 <b>4</b> % | 76%<br>8 <b>4</b> % | 94%<br>98%   | *                  | 75%<br>88%           | 93%<br>96%     | 61%<br>78%          | *             | 75%<br>87%                            | > 99%        |
| TAKS Commende                                   | d Perform    | ance (Su                              | m of All G                                | rades Te                               | ested, EX                        | KCLUDING g                  | rade 8 S            | cience)      |                    |                      |                |                     |               |                                       |              |
| Reading/ELA                                     | 2006<br>2005 | 27%<br>25%                            | 28%<br>28%                                | 24%<br>23%                             | 29%<br>28%                       | 3 <b>4</b> %<br>33%         | 25%<br>17%          | 32%<br>38%   | *                  | 23%<br>31%           | 25%<br>22%     | 3 <b>4</b> %<br>33% | *             | 29%<br>28%                            | 29%<br>10%   |
| Mathematics                                     | 2006<br>2005 | 23%<br>20%                            | 15%<br>12%                                | 16%<br>13%                             | 18%<br>11%                       | 13%<br>11%                  | 11%<br>3%           | 39%<br>37%   | *                  | 38%<br>31%           | 18%<br>12%     | 18%<br>10%          | *             | 15%<br>9%                             | 33%<br>9%    |
| Writing   | 2006<br>2005 | 30%<br>26%                            | 35%<br>27%                                | 27%<br>17%                             | 35%<br>29%                       | 43%<br>27%                  | 32%<br>26%          | 11%<br>*     | *                  | *                    | 43%<br>20%     | 24%<br>36%          | *             | 33%<br>27%                            | *<br>22%     |
| Science   | 2006<br>2005 | 16%<br>14%                            | 17%<br>5%                                 | 9%<br>10%                              | 17%<br>5%                        | 10%<br>5%                   | 9%<br>< 1%          | 45%<br>20%   | *                  | 17%<br>< 1%          | 19%<br>11%     | 13%<br>< 1%         | *             | 16%<br>8%                             | *            |
| Soc Studies                                     | 2006<br>2005 | 30%<br>26%                            | 40%<br>38%                                | 22%<br>17%                             | 45%<br>38%                       | 38%<br>46%                  | 46%<br>21%          | 71%<br>53%   | *                  | 42%<br>*             | 60%<br>43%     | 31%<br>32%          | *<br>40%      | 43%<br>37%                            | *            |
| All Tests                                       | 2006<br>2005 | 11%<br>10%                            | 8%<br>7%                                  | 6%<br>6%                               | 9%<br>6%                         | 9%<br>8%                    | 7%<br>1%            | 22%<br>16%   | *                  | 8%<br>15%            | 9%<br>6%       | 10%<br>6%           | *<br>< 1%     | 9%<br>5%                              | < 1%<br>5%   |
| SDAA II Exami<br>Met ARD Expec<br>(Standard Acc | tations      |                                       |   | •                                      |                                  |                             |                     |              |                    |                      |                |                     |               |                                       |              |
| <b>2006</b><br>2005                             | GOVERNANC    | <b>84%</b><br><b>79</b> %<br>E, MANAG | <b>90%</b><br><b>93</b> %<br>EMENT, AND I | <b>83</b> %<br><b>84</b> %<br>LEADERSI | <b>86%</b><br><b>95</b> %<br>HIP | 85%<br>> 99%                | *                   | *            | *                  | *                    | 93%<br>92%     | 71%<br>> 99%        | 86%<br>95%    | <b>88</b> %<br><b>88</b> %<br>Page 39 | *<br>*<br>97 |

2005-06 Campus Performance

Section I - Page 4 Total Students OUNDATION Grade Span: 06 - 12 School Type: Both Elem/Sec

| Indicator:                       |      | State    | District  | Campus<br>Group | Campus | African<br>America | n Hispanic | White | Native<br>American | Asian/<br>Pacific | Is Male | Female | Special<br>Ed | Econ<br>Disad | LEP |
|----------------------------------|------|----------|-----------|-----------------|--------|--------------------|------------|-------|--------------------|-------------------|---------|--------|---------------|---------------|-----|
| SDAA II Examin<br>Met ARD Expect | •    | m of All | Grades Te | ested)          |        |                    |            |       |                    |                   |         |        |               |               |     |
| Reading/ELA                      | 2006 | 87%      | 92%       | 93%             | 89%    | 80%                | *          | *     | *                  | *                 | 83%     | *      | 89%           | *             | *   |
| <b>J</b> .                       | 2005 | 82%      | > 99%     | 90%             | > 99%  | *                  | *          | *     | *                  | *                 | *       | *      | > 99%         | *             | *   |
| Mathematics                      | 2006 | 86%      | 85%       | 89%             | 80%    | 83%                | *          | *     | *                  | *                 | > 99%   | *      | 80%           | *             | *   |
|                                  | 2005 | 80%      | > 99%     | 87%             | > 99%  | > 99%              | *          | *     | *                  | *                 | > 99%   | *      | > 99%         | *             | *   |
| Writing                          | 2006 | 68%      | *         | 71%             | *      | *                  | *          | *     | *                  | *                 | *       | *      | *             | *             | *   |
| <b>.</b>                         | 2005 | 65%      | 75%       | 68%             | 80%    | *                  | *          | *     | *                  | *                 | *       | *      | 80%           | *             | *   |
| All Tests                        | 2006 | 74%      | 77%       | 72%             | 70%    | 67%                | *          | *     | *                  | *                 | 83%     | *      | 70%           | *             | *   |
| 1122 10000                       | 2005 | 68%      | 86%       | 73%             | 90%    | > 99%              | *          | *     | *                  | *                 | 86%     | *      | 90%           | *             | *   |

District Name: HARMONY SCIENCE ACADEMY

Campus Name: HARMONY SCIENCE ACADEMY

Campus #: 101846001

2005-06 Campus Performance

| Indicator:           | State        | District   | Campus    | Campus | African<br>American | Hispanic | White | Native<br>American | Asian/<br>Pacific Is | Male  | Female | Special<br>Ed | Econ<br>Disad | LEP   |
|----------------------|--------------|------------|-----------|--------|---------------------|----------|-------|--------------------|----------------------|-------|--------|---------------|---------------|-------|
| 2006 TAKS/SDAA II/   |              |            | -         | _      | 14110220011         | opac     |       | 1202.204.1         | 1401110 10           | 1.020 | 10     |               | 21344         |       |
| 2000 11110,00111 11, | IAMO I IGIC  | respection | (014465 . | ,,     |                     |          |       |                    |                      |       |        |               |               |       |
| Tested               | 97.1%        | 95.9%      | 97.4%     | 93.8%  | 99.3%               | 99.2%    | 69.8% | *                  | 100.0%               | 93.8% | 93.7%  | 92.3%         | 94.3%         | 31.0% |
| By Assessment        |              |            |           |        |                     |          |       |                    |                      |       |        |               |               |       |
| TAKS (1 or more)     | 90.7%        | 94.3%      | 89.1%     | 91.5%  | 96.3%               | 98.4%    | 68.3% | *                  | 92.9%                | 90.4% | 92.6%  | 30.8%         | 92.9%         | 31.0% |
| Not on TAKS          | 6.4%         | 1.7%       | 8.3%      | 2.3%   | 3.0%                | 0.8%     | 1.6%  | *                  | 7.1%                 | 3.4%  | 1.1%   | 61.5%         | 1.4%          | 0.0%  |
| TAKS-I Only          | 0.1%         | 0.0%       | 0.0%      | 0.0%   | 0.0%                | 0.0%     | 0.0%  | *                  | 0.0%                 | 0.0%  | 0.0%   | 0.0%          | 0.0%          | 0.0%  |
| SDAA II Only         | 5.4%         | 1.7%       | 6.7%      | 2.3%   | 3.0%                | 0.8%     | 1.6%  | *                  | 7.1%                 | 3.4%  | 1.1%   | 61.5%         | 1.4%          | 0.0%  |
| TAKS-I/SDAA II (     | Only 0.8%    | 0.0%       | 0.7%      | 0.0%   | 0.0%                | 0.0%     | 0.0%  | *                  | 0.0%                 | 0.0%  | 0.0%   | 0.0%          | 0.0%          | 0.0%  |
| By Acct Status       |              |            |           |        |                     |          |       |                    |                      |       |        |               |               |       |
| Acct System          | 90.5%        | 94.6%      | 90.8%     | 93.2%  | 99.3%               | 99.2%    | 66.7% | *                  | 100.0%               | 93.8% | 92.6%  | 92.3%         | 94.3%         | 31.0% |
| Non-Acct System      | 6.5%         | 1.4%       | 6.8%      | 0.6%   | 0.0%                | 0.0%     | 3.2%  | *                  | 0.0%                 | 0.0%  | 1.1%   | 0.0%          | 0.0%          | 0.0%  |
| Mobile               | 5.6%         | 1.4%       | 6.5%      | 0.6%   | 0.0%                | 0.0%     | 3.2%  | *                  | 0.0%                 | 0.0%  | 1.1%   | 0.0%          | 0.0%          | 0.0%  |
| Non-Acct Test        | 0.2%         | 0.0%       | 0.0%      | 0.0%   | 0.0%                | 0.0%     | 0.0%  | *                  | 0.0%                 | 0.0%  | 0.0%   | 0.0%          | 0.0%          | 0.0%  |
| Katrina/Rita         | 0.8%         | 0.0%       | 0.0%      | 0.0%   | 0.0%                | 0.0%     | 0.0%  | *                  | 0.0%                 | 0.0%  | 0.0%   | 0.0%          | 0.0%          | 0.0%  |
| Not Tested           | 2.9%         | 4.1%       | 2.7%      | 6.3%   | 0.7%                | 0.8%     | 30.2% | *                  | 0.0%                 | 6.2%  | 6.3%   | 7.7%          | 5.7%          | 69.0% |
| Absent               | 0.2%         | 0.2%       | -         | 0.3%   | 0.0%                | 0.8%     | 0.0%  | *                  | 0.0%                 | 0.6%  | 0.0%   | 0.0%          | 0.0%          | 0.0%  |
| ARD Exempt           | 0.7%         | 0.2%       | 0.5%      | 0.3%   | 0.7%                | 0.0%     | 0.0%  | *                  | 0.0%                 | 0.6%  | 0.0%   | 7.7%          | 0.0%          | 0.0%  |
| LEP Exempt           | 1.0%         | 3.6%       | 0.0%      | 5.4%   | 0.0%                | 0.0%     | 28.6% | *                  | 0.0%                 | 5.1%  | 5.7%   | 0.0%          | 5.7%          | 65.5% |
| Other                | 1.0%         | 0.2%       | 0.8%      | 0.3%   | 0.0%                | 0.0%     | 1.6%  | *                  | 0.0%                 | 0.0%  | 0.6%   | 0.0%          | 0.0%          | 3.4%  |
| Katrina/Rita         | 0.0%         | 0.0%       | 0.0%      | 0.0%   | 0.0%                | 0.0%     | 0.0%  | *                  | 0.0%                 | 0.0%  | 0.0%   | 0.0%          | 0.0%          | 0.0%  |
| Total Count          | 3,001,657    | 663        | 141       | 352    | 134                 | 124      | 63    | 2                  | 28                   | 177   | 175    | 13            | 210           | 29    |
| 2005 TAKS/SDAA II I  | Participatio | on (Grades | 3-11)     |        |                     |          |       |                    |                      |       |        |               |               |       |
| Tested               | 97.0%        | 97.0%      | 97.8%     | 96.0%  | 97.6%               | 98.4%    | 81.4% | *                  | 100.0%               | 97.7% | 94.5%  | 77.3%         | 97.5%         | 71.0% |
|                      | 3            | 30         | 37.00     | 30.00  | 37.00               | 30.10    | 02.10 |                    | 200.00               | 3     | 31.50  |               | 37.50         | ,     |
| By Assessment        |              |            |           |        |                     |          |       |                    |                      |       |        |               |               |       |
| TAKS (1 or more)     | 90.8%        | 95.0%      | 89.2%     | 93.5%  | 93.4%               | 98.4%    | 79.1% | *                  | 93.3%                | 93.6% | 93.4%  | 36.4%         | 96.5%         | 71.0% |
| SDAA II Only         | 6.2%         | 2.0%       | 8.8%      | 2.5%   | 4.2%                | 0.0%     | 2.3%  | *                  | 6.7%                 | 4.0%  | 1.1%   | 40.9%         | 1.0%          | 0.0%  |
| By Mobility Status   |              |            |           |        |                     |          |       |                    |                      |       |        |               |               |       |
| Acct Subset          | 91.3%        | 95.3%      | 91.4%     | 94.1%  | 96.4%               | 96.9%    | 76.7% | *                  | 93.3%                | 94.8% | 93.4%  | 72.7%         | 97.5%         | 71.0% |
| Mobile Subset        | 5.7%         | 1.6%       | 5.6%      | 2.0%   | 1.2%                | 1.6%     | 4.7%  | *                  | 6.7%                 | 2.9%  | 1.1%   | 4.5%          | 0.0%          | 0.0%  |
| Not Tested           | 3.0%         | 3.0%       | 2.3%      | 4.0%   | 2.4%                | 1.6%     | 18.6% | *                  | 0.0%                 | 2.3%  | 5.5%   | 22.7%         | 2.5%          | 29.0% |
| Absent               | 0.2%         | 0.2%       | 0.0%      | 0.0%   | 0.0%                | 0.0%     | 0.0%  | *                  | 0.0%                 | 0.0%  | 0.0%   | 0.0%          | 0.0%          | 0.0%  |
| ARD Exempt           | 0.8%         | 0.9%       | 0.8%      | 1.4%   | 1.8%                | 0.8%     | 2.3%  | *                  | 0.0%                 | 0.0%  | 2.8%   | 22.7%         | 1.5%          | 0.0%  |
| LEP Exempt           | 1.0%         | 1.8%       | 0.0%      | 2.3%   | 0.6%                | 0.8%     | 14.0% | *                  | 0.0%                 | 2.3%  | 2.2%   | 0.0%          | 1.0%          | 25.8% |
| Other                | 1.0%         | 0.2%       | 0.6%      | 0.3%   | 0.0%                | 0.0%     | 2.3%  | *                  | 0.0%                 | 0.0%  | 0.6%   | 0.0%          | 0.0%          | 3.2%  |
| Total Count          | 2,931,773    | 559        | 160       | 354    | 166                 | 128      | 43    | 2                  | 15                   | 173   | 181    | 22            | 202           | 31    |

District Name: HARMONY SCIENCE ACADEMY

Campus Name: HARMONY SCIENCE ACADEMY

Campus #: 101846001

Section I - Page 5 Total Students OUNDAPON Grade Span: 06 - 12

School Type: Both Elem/Sec

# TEX Ac

| XAS EDUCATION AGENCY                | Section I - Page 6         |
|-------------------------------------|----------------------------|
| cademic Excellence Indicator System | Total Students-OUNDA96ON   |
| 2005-06 Campus Performance          | Grade Span: 06 - 12        |
|                                     | School Type: Both Elem/Sec |

| Indicator:                                       |              | State              | District           | Campus<br>Group        | Campus             | African<br>American | n Hispanic     | White          | Native<br>American | Asian/<br>Pacific Is | : Male         | Female         | Special<br>Ed  | Econ<br>Disad  | LEP            |
|--|--------------|--------------------|--------------------|------------------------|--------------------|---------------------|----------------|----------------|--------------------|----------------------|----------------|----------------|----------------|----------------|----------------|
| Progress of Pr                                   | rior Yea     | ar TAKS Fa         | ailers (Sum        | n of Gra               | des 4-11)          |                     |                |                |                    |                      |                |                |                |                |                |
| Percent of Fa                                    | ailers E     | Passing T          | AKS                |                        |                    |                     |                |                |                    |                      |                |                |                |                |                |
| Reading/ELA                                      | 2006<br>2005 | 51%<br><b>4</b> 5% | 81%<br>67%         | 55%<br>53%             | > 99%<br>80%       | *                   | > 99%<br>80%   | *              | *                  | *                    | *<br>67%       | > 99%<br>*     | *              | > 99%<br>*     | *              |
| Mathematics                                      | 2006<br>2005 | 32%<br>25%         | 89%<br>71%         | 33%<br>25%             | 92 <b>%</b><br>83% | 80%<br>75%          | > 99%<br>*     | *              | *                  | *                    | *<br>80%       | 89%<br>86%     | *              | > 99%<br>83%   | *              |
| Average TGI                                      | Frowth       |                    |                    |                        |                    |                     |                |                |                    |                      |                |                |                |                |                |
| Reading/ELA                                      | 2006<br>2005 | 0.56<br>0.53       | 0.73<br>0.90       | 0.57<br>0.56           | 0.92<br>1.06       | *<br>*              | 0.84<br>1.25   | *              | *                  | *                    | 1.05<br>0.84   | 0.78<br>*      | *              | 1.03           | *              |
| Mathematics                                      | 2006<br>2005 | 0.34<br>0.38       | 1.07<br>0.95       | 0.33<br>0.43           | 0.97<br>1.03       | 1.20<br>1.03        | 0.82           | *              | *                  | *                    | 1.04<br>1.06   | 0.93<br>1.01   | *              | 0.91<br>0.95   | *              |
| English Langua<br>2005-06                        | age Lean     | rners Proc         | gress Meası<br>98% | ire<br>63%             | 97%                | 100%                | 94%            | 100%           | *                  | 100%                 | 100%           | 94%            | *              | 98%            | 100%           |
| Attendance Rat<br>2004-05<br>2003-04             | e            | 95.7%<br>95.7%     | 97.0%<br>96.4%     | 96.5%<br>96.3%         | 97.2%<br>96.4%     | 97.4%<br>96.6%      | 97.3%<br>96.8% | 96.0%<br>94.3% | *                  | 97.2%<br>96.1%       | 97.1%<br>96.3% | 97.2%<br>96.5% | 95.5%<br>96.0% | 97.4%<br>96.4% | 98.2%<br>96.8% |
| Annual Dropout                                   |              |                    | 72+0 <i>r</i> )    |                        |                    |                     |                |                |                    |                      |                |                |                |                |                |
| 2004-05<br>2003-04                               | Juncabii     | 0.2%<br>0.2%       | 0.0%<br>0.0%       | 0.0%<br>0.0%           | 0.0%<br>0.0%       | 0.0%<br>0.0%        | 0.0%<br>0.0%   | 0.0%<br>0.0%   | *                  | 0.0%                 | 0.0%<br>0.0%   | 0.0%<br>0.0%   | 0.0%<br>0.0%   | 0.0%<br>0.0%   | 0.0%<br>0.0%   |
| Annual Dropout                                   |              | (Gr 7-12)          |                    |                        |                    |                     |                |                |                    |                      |                |                |                |                |                |
| 2004-05<br>2003-04                               | ,            | 0.9%<br>0.9%       | 0.0%<br>0.0%       | 0.0%<br>0.0%           | 0.0%<br>0.0%       | 0.0%<br>0.0%        | 0.0%<br>0.0%   | 0.0%<br>0.0%   | *                  | 0.0%<br>0.0%         | 0.0%<br>0.0%   | 0.0%<br>0.0%   | 0.0%<br>0.0%   | 0.0%<br>0.0%   | 0.0%<br>0.0%   |
| COLLEGE READIN                                   | NESS INI     | DICATORS           |                    |                        |                    |                     |                |                |                    |                      |                |                |                |                |                |
| Advanced Cours                                   | se/Dual      |                    |                    |                        | 40.00              | 41 50               | 46.00          | 56.00          |                    | 77.00                | 45 20          | F0 F0          | 47 10          | 40.10          | 22.20          |
| 2004-05<br>2003-04                               |              | 20.5%<br>19.9%     | 48.8%<br>12.1%     | 14.7%<br>15.4%         | 48.8%<br>12.1%     | 41.5%<br>7.9%       | 46.0%<br>3.3%  | 56.0%<br>30.0% | -                  | 77.8%<br>18.2%       | 45.3%<br>18.8% | 52.5%<br>5.9%  | 47.1%<br>0.0%  | 49.1%<br>11.6% | 33.3%<br>-     |
| RHSP/DAP Gradu<br>Class of 2005<br>Class of 2004 | 5            | 72.3%<br>68.4%     | 100.0%             | <b>64.9</b> %<br>70.6% | 100.0%             | *<br>-              | 100.0%         | *<br>-         | <u>-</u>           | *<br>-               | 100.0%<br>-    | 100.0%         | *<br>-         | * -            | <u>-</u>       |

District Name: HARMONY SCIENCE ACADEMY

Campus Name: HARMONY SCIENCE ACADEMY Campus #: 101846001

2005-06 Campus Performance

District Name: HARMONY SCIENCE ACADEMY Campus Name: HARMONY SCIENCE ACADEMY

Campus #: 101846001

| Indicator:               |           | State    | District | Campus<br>Group | Campus    | African<br>American | Hispanic | White | Native<br>American | Asian/<br>Pacific Is | Male  | Female | Special<br>Ed | Econ<br>Disad | LEP |
|--------------------------|-----------|----------|----------|-----------------|-----------|---------------------|----------|-------|--------------------|----------------------|-------|--------|---------------|---------------|-----|
| AP/IB Results            |           |          |          |                 |           |                     |          |       |                    |                      |       |        |               |               |     |
| Tested                   |           |          |          |                 |           |                     |          |       |                    |                      |       |        |               |               |     |
| 2005                     |           | 18.4%    | 31.0%    | 0.0%            | 31.0%     | 41.7%               | 23.5%    | 33.3% | _                  | *                    | 25.0% | 34.6%  | n/a           | n/a           | n/a |
| 2004                     |           | 17.4%    | 23.5%    | 0.0%            | 23.5%     | *                   | 16.7%    | *     | -                  | *                    | 33.3% | 18.2%  | n/a           | n/a           | n/a |
| Examinees >=             | Criterio  | n        |          |                 |           |                     |          |       |                    |                      |       |        |               |               |     |
| 2005                     |           | 51.8%    | 23.1%    | *               | 23.1%     | 20.0%               | *        | *     | _                  | *                    | *     | 33.3%  | n/a           | n/a           | n/a |
| 2004                     |           | 53.9%    | *        | *               | *         | *                   | *        | *     | -                  | *                    | *     | *      | n/a           | n/a           | n/a |
| Scores >= Cri            | terion    |          |          |                 |           |                     |          |       |                    |                      |       |        |               |               |     |
| 2005                     |           | 47.4%    | 26.7%    | *               | 26.7%     | 20.0%               | *        | *     | _                  | *                    | *     | 36.4%  | n/a           | n/a           | n/a |
| 2004                     |           | 49.3%    | 37.5%    | *               | 37.5%     | *                   | *        | *     | -                  | *                    | *     | *      | n/a           | n/a           | n/a |
| Texas Success            | Initiativ | ve (TSI) | - Higher | Educati         | on Readin | ess Compo           | nent     |       |                    |                      |       |        |               |               |     |
| Eng Lang Arts            | 2006      | 40%      | 17%      | 25%             | 17%       | 10%                 | 14%      | *     | *                  | *                    | 14%   | 20%    | *             | 14%           | *   |
|                          | 2005      | 39%      | 30%      | 33%             | 30%       | 44%                 | 25%      | *     | *                  | *                    | 18%   | 38%    | *             | 45%           | *   |
| Mathematics              | 2006      | 51%      | 46%      | 46%             | 46%       | 30%                 | 14%      | > 99% | *                  | *                    | 47%   | 45%    | *             | 36%           | *   |
| 1140110111401100         | 2005      | 48%      | 41%      | 50%             | 41%       | 22%                 | 33%      | *     | *                  | *                    | 36%   | 44%    | *             | 45%           | *   |
| SAT/ACT Result<br>Tested | s         |          |          |                 |           |                     |          |       |                    |                      |       |        |               |               |     |
| Class of 200             | 5         | 65.5%    | 100.0%   | 62.5%           | 100.0%    | *                   | 80.0%    | *     | _                  | ?                    | 80.0% | ?      | n/a           | n/a           | n/a |
| Class of 200             | 4         | 61.9%    | -        | 61.3%           | -         | -                   | -        | -     | -                  | -                    | -     | -      | n/a           | n/a           | n/a |
| At/Above Crit            | erion     |          |          |                 |           |                     |          |       |                    |                      |       |        |               |               |     |
| Class of 200             | 5         | 27.4%    | 30.8%    | 14.6%           | 30.8%     | *                   | *        | *     | _                  | *                    | *     | 33.3%  | n/a           | n/a           | n/a |
| Class of 200             | 4         | 27.0%    | _        | 17.8%           | -         | -                   | -        | -     | -                  | -                    | -     | -      | n/a           | n/a           | n/a |
| Mean SAT Scor            | :e        |          |          |                 |           |                     |          |       |                    |                      |       |        |               |               |     |
| Class of 200             | 5         | 992      | 975      | 977             | 975       | *                   | *        | *     | _                  | *                    | *     | 968    | n/a           | n/a           | n/a |
| Class of 200             | 4         | 987      | _        | 929             | -         | -                   | -        | -     | -                  | -                    | -     | -      | n/a           | n/a           | n/a |
| Mean ACT Scor            | :e        |          |          |                 |           |                     |          |       |                    |                      |       |        |               |               |     |
| Class of 200             | -         | 20.0     | *        | 19.1            | *         | _                   | _        | *     | _                  | _                    | _     | *      | n/a           | n/a           | n/a |
| Class of 200             | 4         | 20.1     | -        | 19.7            | -         | -                   | -        | -     | -                  | -                    | -     | -      | n/a           | n/a           | n/a |

Section I - Page 7 Total Students OUNDATION Grade Span: 06 - 12

School Type: Both Elem/Sec

<sup>&#</sup>x27;?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

<sup>&#</sup>x27;\*' indicates results are masked due to small numbers to protect student confidentiality.

<sup>&#</sup>x27;-' indicates QueroNANSErVANVAGEMENTO AND ERREIS group.

<sup>&#</sup>x27;n/a' indicates data reporting is not applicable for this group.

2005-06 Campus Profile

Section II - Page 1 Total Students OUNDATION Grade Span: 06 - 12 School Type: Both Elem/Sec

| STUDENT INFORMATION                          |          |        |             |          |        |         |               |                  |
|--|----------|--------|-------------|----------|--------|---------|---------------|------------------|
|  | C        | ampus  |             | Campus   |        |         |               |                  |
|  | Count    | Percer | nt          | Group    | D      | istrict | St            | tate             |
| Total Students:                              | 396      | 100.09 | 8           | 13,489   |        | 738     | 4,505         | , 572            |
| Students By Grade: Early Childhood Education | 0        | 0.09   | 8           | 0.2%     |        | 0.0%    | (             | 0.3%             |
| Pre-Kindergarten                             | 0        | 0.09   | ह           | 2.7%     |        | 0.0%    | 4             | 4.0%             |
| Kindergarten                                 | 0        | 0.09   | ह           | 5.2%     |        | 0.0%    | •             | 7.8%             |
| Grade 1                                      | 0        | 0.09   | हे          | 5.2%     |        | 0.0%    | :             | 8.0%             |
| Grade 2                                      | 0        | 0.09   | ह           | 5.1%     |        | 0.0%    | •             | 7.6%             |
| Grade 3                                      | 0        | 0.09   | ह           | 5.4%     |        | 0.0%    | •             | 7.6%             |
| Grade 4                                      | 0        | 0.09   | ह           | 4.8%     |        | 0.0%    | •             | 7.3%             |
| Grade 5                                      | 0        | 0.09   | ह           | 5.1%     |        | 0.0%    | •             | 7.5%             |
| Grade 6                                      | 84       | 21.29  | हे          | 5.5%     |        | 22.2%   | •             | 7.2%             |
| Grade 7                                      | 76       | 19.29  | हे          | 8.3%     |        | 27.1%   | •             | 7.5%             |
| Grade 8                                      | 83       | 21.09  | 8           | 8.2%     |        | 24.0%   | •             | 7.4%             |
| Grade 9                                      | 47       | 11.99  | 8           | 13.5%    |        | 12.3%   | ;             | 8.7%             |
| Grade 10                                     | 44       | 11.19  | 8           | 11.7%    |        | 6.0%    | •             | 7.2%             |
| Grade 11                                     | 28       | 7.19   |             | 9.9%     |        | 3.8%    |               | 6.2%             |
| Grade 12                                     | 34       | 8.69   | 6           | 9.2%     |        | 4.6%    | !             | 5.7%             |
| Ethnic Distribution: African American        | 154      | 38.99  | <b>t</b>    | 16.1%    |        | 29.3%   | 14            | 4.7%             |
| Hispanic                                     | 139      | 35.19  | ह           | 36.1%    |        | 50.1%   | 4.            | 5.3%             |
| White  | 70       | 17.79  | ह           | 47.0%    |        | 14.5%   | 30            | 6.5%             |
| Native American                              | 2        | 0.59   | ह           | 0.3%     |        | 0.5%    |               | 0.3%             |
| Asian/Pac. Islander                          | 31       | 7.89   | 8           | 0.5%     |        | 5.6%    | :             | 3.1%             |
| Economically Disadvantaged                   | 232      | 58.69  | 8           | 58.3%    |        | 60.6%   | 5:            | 5.6%             |
| Limited English Proficient (LEP)             | 27       | 6.89   | 8           | 6.2%     |        | 4.9%    | 1!            | 5.8%             |
| Students w/Disciplinary Placements (2003-04) | 0        | 0.09   | ह           | 2.0%     |        | 0.0%    | 2             | 2.3%             |
| At-Risk                                      | 54       | 13.69  | ह           | 45.5%    |        | 10.3%   | 48            | 8.7%             |
| Mobility (2004-05)                           | 47       | 11.59  | ह           | 16.8%    |        | 13.4%   | 2:            | 1.1%             |
| Number of Students per Teacher               | 13.7     | n/a    | <b>a</b>    | 11.6     |        | 14.5    | 1.            | 4.9              |
|  | Non      | -      | cation Rate | es       |        |         | ucation Rates | s                |
| Retention Rates by Grade:                    | <b>a</b> | Campus | D:          | Q+ - + - | O      | Campus  | D::           | <b>G</b> + - + - |
|  | Campus   | Group  | District    | State    | Campus | Group   | District      | State            |
| Kindergarten                                 | -        | 3.8%   | _           | 2.9%     | -      | 11.0%   | -             | 11.8%            |
| Grade 1                                      | -        | 5.5%   | -           | 5.9%     | -      | 6.1%    | -             | 10.2%            |
| Grade 2                                      | -        | 2.7%   | -           | 3.5%     | _      | 1.1%    | -             | 4.3%             |
| Grade 3                                      | -        | 4.3%   | -           | 3.3%     | _      | 2.2%    | -             | 2.6%             |
| Grade 4                                      | -        | 1.6%   | _           | 1.8%     | _      | 2.8%    | -             | 1.4%             |
| Grade 5                                      | -        | 5.2%   | -           | 3.8%     | -      | 0.0%    | -             | 2.2%             |
| Grade 6                                      | 7.4%     | 1.0%   | 3.7%        | 1.5%     | 0.0%   | 1.3%    | 0.0%          | 1.6%             |
| Grade 7                                      | 3.8%     | 2.1%   | 2.5%        | 2.3%     | 0.0%   | 1.9%    | 0.0%          | 2.5%             |
|  |          | • - •  |             | 4        |        | •       |               |                  |

0.7%

4.2%

1.7%

0.0%

0.5%

6.1%

Grade 8

District Name: HARMONY SCIENCE ACADEMY

Campus Name: HARMONY SCIENCE ACADEMY

Campus #: 101846001

0.0%

3.0%

#### TEXAS EDUCATION AGENCY Academic Excellence Indicator System 2005-06 Campus Profile

Section II - Page 2 Total Students OUNDATION Grade Span: 06 - 12 School Type: Both Elem/Sec

STUDENT INFORMATION

Campus #: 101846001

District Name: HARMONY SCIENCE ACADEMY

Campus Name: HARMONY SCIENCE ACADEMY

|   | Cam                   | pus   | Campus   |   |  |
|---|-----------------------|---|--|---|--|
| Graduates (Class of 2005):  | Campus                | Percent   | Group  | District  | State  |
| Total Graduates   | 16                    | 100.0%  | 1,119  | 16  | 239,716  |
| By Ethnicity (incl. Special Ed.):   |                       |   |  |   |  |
| African American  | 2                     | 12.5%   | 137  | 2   | 32,811   |
| Hispanic  | 7                     | 43.8%   | 439  | 7   | 84,566   |
| White   | 4                     | 25.0%   | 531  | 4   | 113,212  |
| Native American   | 0                     | 0.0%  | 7  | 0   | 764  |
| Asian/Pacific Islander  | 3                     | 18.8%   | 5  | 3   | 8,363  |
| By Graduation Type (incl. Special Ed.):   |                       |   |  |   |  |
| Minimum H.S. Program  | 0                     | 0.0%  | 374  | 0   | 66,380   |
| Recommended H.S. Pgm./DAP   | 16                    | 100.0%  | 745  | 16  | 173,336  |
| Special Education Graduates   | 3                     | 18.8%   | 183  | 3   | 25,951   |
| CLASS SIZE INFORMATION  |                       |   |  |   |  |
| (Derived from teacher responsibility records.)  |                       |   | <b>0</b>   |   |  |
| 61 61 3 1 6 4 4 6.1.1   | _                     |   | Campus   |   |  |
|   |                       |   |  | 50 1 10 1 10 1  | <b>~</b> 1 - 1 -   |
| Class Size Averages by Grade and Subject:   | Cam                   | pus   | Group  | District  | State  |
| Elementary: Kindergarten  | Cam                   | pus<br>-  | 14.4   | District<br>-   | 19.3   |
| Elementary: Kindergarten<br>Grade 1   | Cam                   | pus<br>-<br>-                                   | 14.4<br>13.9   | District<br>-<br>-                                    | 19.3<br>18.9   |
| Elementary: Kindergarten<br>Grade 1<br>Grade 2  | Cam                   | pus<br>-<br>-<br>-                              | 14.4<br>13.9<br>14.8   | District<br>-<br>-<br>-                               | 19.3<br>18.9<br>18.9   |
| Elementary: Kindergarten Grade 1 Grade 2 Grade 3  | Cam                   | pus<br>-<br>-<br>-                              | 14.4<br>13.9<br>14.8<br>15.8                                 | -<br>-<br>-<br>-                                      | 19.3<br>18.9<br>18.9<br>18.9                                 |
| Elementary: Kindergarten Grade 1 Grade 2 Grade 3 Grade 4  | Cam                   | pus<br>-<br>-<br>-<br>-                         | 14.4<br>13.9<br>14.8<br>15.8<br>14.8                         | District 21.0   | 19.3<br>18.9<br>18.9<br>18.9<br>19.3                         |
| Elementary: Kindergarten Grade 1 Grade 2 Grade 3 Grade 4 Grade 5  |                       | -<br>-<br>-<br>-<br>-                           | 14.4<br>13.9<br>14.8<br>15.8<br>14.8<br>15.7                 | -<br>-<br>-<br>-<br>21.0                              | 19.3<br>18.9<br>18.9<br>18.9<br>19.3<br>21.9                 |
| Elementary: Kindergarten Grade 1 Grade 2 Grade 3 Grade 4 Grade 5 Grade 6  |                       | pus<br>-<br>-<br>-<br>-<br>-<br>-<br>2.0        | 14.4<br>13.9<br>14.8<br>15.8<br>14.8<br>15.7                 | -<br>-<br>-<br>-                                      | 19.3<br>18.9<br>18.9<br>18.9<br>19.3<br>21.9                 |
| Elementary: Kindergarten Grade 1 Grade 2 Grade 3 Grade 4 Grade 5  |                       | -<br>-<br>-<br>-<br>-                           | 14.4<br>13.9<br>14.8<br>15.8<br>14.8<br>15.7                 | -<br>-<br>-<br>-<br>21.0                              | 19.3<br>18.9<br>18.9<br>18.9<br>19.3<br>21.9                 |
| Elementary: Kindergarten Grade 1 Grade 2 Grade 3 Grade 4 Grade 5 Grade 6  | 2                     | -<br>-<br>-<br>-<br>-<br>2.0                    | 14.4<br>13.9<br>14.8<br>15.8<br>14.8<br>15.7<br>13.8<br>17.6 | -<br>-<br>-<br>21.0<br>-<br>20.9                      | 19.3<br>18.9<br>18.9<br>18.9<br>19.3<br>21.9                 |
| Elementary: Kindergarten Grade 1 Grade 2 Grade 3 Grade 4 Grade 5 Grade 6 Mixed Grades   | 2<br>2<br>2           | -<br>-<br>-<br>-<br>-<br>2.0<br>-<br>2.5<br>3.4 | 14.4<br>13.9<br>14.8<br>15.8<br>14.8<br>15.7<br>13.8<br>17.6 | -<br>-<br>-<br>21.0<br>-<br>20.9                      | 19.3<br>18.9<br>18.9<br>18.9<br>19.3<br>21.9<br>21.4<br>25.7 |
| Elementary: Kindergarten Grade 1 Grade 2 Grade 3 Grade 4 Grade 5 Grade 6 Mixed Grades  Secondary: English/Language Arts                   | 2<br>2<br>2           | -<br>-<br>-<br>-<br>-<br>2.0                    | 14.4<br>13.9<br>14.8<br>15.8<br>14.8<br>15.7<br>13.8<br>17.6 | -<br>-<br>-<br>21.0<br>-<br>20.9<br>-                 | 19.3<br>18.9<br>18.9<br>19.3<br>21.9<br>21.4<br>25.7         |
| Elementary: Kindergarten Grade 1 Grade 2 Grade 3 Grade 4 Grade 5 Grade 6 Mixed Grades  Secondary: English/Language Arts Foreign Languages | 2<br>2<br>2<br>2<br>2 | -<br>-<br>-<br>-<br>-<br>2.0<br>-<br>2.5<br>3.4 | 14.4<br>13.9<br>14.8<br>15.8<br>14.8<br>17.7<br>13.8<br>17.6 | -<br>-<br>-<br>21.0<br>-<br>20.9<br>-<br>22.2<br>21.8 | 19.3<br>18.9<br>18.9<br>18.9<br>19.3<br>21.9<br>21.4<br>25.7 |

2005-06 Campus Profile

Section II - Page 3 Total Students OUNDATION Grade Span: 06 - 12 School Type: Both Elem/Sec

| INFORMATION   | Car            | mpus                 | Campus   |               |                 |
|---|----------------|----------------------|----------|---------------|-----------------|
|   | Count          | Percent              | Group    | District      | State           |
| Total Staff:  | 33.5           | 100.0%               | 100.0%   | 100.0%        | 100.0%          |
| Professional Staff:   | 32.7           | 97.5%                | 84.8%    | 92.9%         | 62.5%           |
| Teachers  | 29.0           | 86.4%                | 75.8%    | 74.9%         | 50.7%           |
| Professional Support  | 1.0            | 3.0%                 | 5.0%     | 4.2%          | 8.0%            |
| Campus Admin. (School Leader.)                                  | 2.7            | 8.1%                 | 4.0%     | 7.9%          | 2.8%            |
| Educational Aides:  | 0.9            | 2.5%                 | 15.2%    | 1.3%          | 10.2%           |
| Total Minority Staff:   | 6.9            | 20.6%                | 13.9%    | 22.6%         | 41.5%           |
| Teachers By Ethnicity and Sex:                                  |                |                      |          |               |                 |
| African American  | 2.9            | 10.0%                | 4.1%     | 11.6%         | 9.1%            |
| Hispanic  | 2.0            | 6.9%                 | 4.9%     | 7.8%          | 20.1%           |
| White   | 23.9           | 82.6%                | 90.4%    | 79.4%         | 69.4%           |
| Native American   | 0.0            | 0.0%                 | 0.1%     | 0.0%          | 0.3%            |
| Asian/Pacific Islander  | 0.1            | 0.5%                 | 0.1%     | 1.2%          | 1.1%            |
| Asian/Facilic Islandel  | 0.1            | 0.5%                 | 0.40     | 1.25          | 1.13            |
| Males   | 17.8           | 61.5%                | 29.8%    | 50.3%         | 22.9%           |
| Females   | 11.1           | 38.5%                | 70.2%    | 49.7%         | 77.1%           |
| Teachers by Years of Experience:                                |                |                      |          |               |                 |
| Beginning Teachers  | 10.5           | 36.4%                | 8.7%     | 33.7%         | 7.5%            |
| 1-5 Years Experience  | 16.3           | 56.2%                | 23.3%    | 54.2%         | 29.0%           |
| 6-10 Years Experience   | 1.1            | 4.0%                 | 18.8%    | 8.1%          | 19.4%           |
| 11-20 Years Experience  | 1.0            | 3.5%                 | 27.7%    | 3.9%          | 24.2%           |
|   | 0.0            | 0.0%                 | 21.5%    |               | 19.9%           |
| Over 20 Years Experience  | 0.0            | 0.05                 | 21.56    | 0.0%          | 19.96           |
|   |                |                      | Campus   | Diskuist.     | Ot at a         |
|   |                | Campus               | Group    | District      | State           |
| Average Years Experience of Teachers:                           |                | 2.2 yrs.             |          | yrs. 2.4 yrs. | 11.5 yrs.       |
| Average Years Experience of Teachers                            | with District: | 1.6 yrs.             | 7.5      | yrs. 1.3 yrs. | 7.6 yrs.        |
| Average Teacher Salary by Years of Exp<br>(regular duties only) | perience:      |                      |          |               |                 |
| Beginning Teachers  |                | \$32,370             | \$29,507 | \$32,163      | \$34,505        |
|   |                | •                    | • •      | \$32,163      |                 |
| 1-5 Years Experience  |                | \$38,322<br>\$39,419 | \$30,871 |               | \$36,567        |
| 6-10 Years Experience   |                | \$39,418             | \$34,605 | \$33,547      | \$39,008        |
| 11-20 Years Experience  |                | \$32,000             | \$40,242 | \$31,350      | \$43,978        |
| Over 20 Years Experience  |                | -                    | \$45,276 | -             | \$51,998        |
| Average Actual Salaries (regular dutie                          | es only):      |                      |          |               |                 |
| Teachers  |                | <b>\$35,984</b>      | \$37,146 | \$34,833      | <b>\$41,744</b> |
| Professional Support  |                | \$24,507             | \$42,723 | \$28,124      | \$50,029        |
| Campus Administration (School Le                                | eadership)     | \$57,444             | \$54,933 | \$56,843      | \$62,704        |
|   |                |                      |          | 0.5           |                 |

District Name: HARMONY SCIENCE ACADEMY

Campus Name: HARMONY SCIENCE ACADEMY

Campus #: 101846001

# T E X A S E D U C A T I O N A G E N C Y Academic Excellence Indicator System 2005-06 Campus Profile

Section II - Page 4
Total Standents: OUND 39 FON
Grade Span: 06 - 12

School Type: Both Elem/Sec

| ACTUAL OPERATING EXPENDITURE INFORMATION |                 |         | с              | ampus        |            |                | Cam          | ous Group   |                |
|--|-----------------|---------|----------------|--------------|------------|----------------|--------------|-------------|----------------|
|  | General<br>Fund | Percent | Per<br>Student | All<br>Funds | Percent    | Per<br>Student | All<br>Funds | Percent     | Per<br>Student |
| By Function:                             |                 |         |                |              |            |                |              |             |                |
| Total Operating Expenditures             | \$1,116,679     | 100.0%  | \$2,931        | \$1,427,457  | 100.0%     | \$3,747        | \$93,195,262 |             | \$6,989        |
| Instruction (11,95)                      | \$1,052,631     | 94.3%   | \$2,763        | \$1,353,508  | 94.8%      | <b>\$3,553</b> | \$64,810,777 |             | \$4,861        |
| Instructional-Related Services (12,13)   | \$3,530         | 0.3%    | \$9            | \$12,931     | 0.9%       | \$34           | \$2,372,849  | 2.5%        | \$178          |
| Instructional Leadership (21)            | \$0             | 0.0%    | \$0            | \$0          | 0.0%       | \$0            | \$544,819    |             | \$41           |
| School Leadership (23)                   | \$19,577        | 1.8%    | \$51           | \$19,577     | 1.4%       | \$51           | \$6,224,593  |             | \$467          |
| Support Services-Student (31,32,33)      | \$25,321        | 2.3%    | \$66           | \$25,821     | 1.8%       | \$68           | \$3,164,282  |             | \$237          |
| Other Campus Costs (35,36,51,52,53)      | \$15,620        | 1.4%    | \$41           | \$15,620     | 1.1%       | \$41           | \$16,077,942 | 17.3%       | \$1,206        |
| By Program:                              |                 |         |                |              |            |                |              |             |                |
| Total Operating Expenditures             | \$1,054,116     | 100.0%  | \$2,767        | \$1,357,872  | 100.0%     | \$3,564        | \$76,606,961 | 100.0%      | \$5,745        |
| Bilingual/ESL Education (25)             | \$19,178        | 1.8%    | \$50           | \$19,220     | 1.4%       | \$50           | \$538,809    | 0.7%        | \$40           |
| Career & Technology Education (22)       | \$53,191        | 5.0%    | \$140          | \$73,249     | 5.4%       | \$192          | \$6,142,443  | 8.0%        | \$461          |
| Accelerated Education (24,30)            | \$95,103        | 9.0%    | \$250          | \$271,438    | 20.0%      | \$712          | \$11,887,877 | 15.5%       | \$892          |
| Gifted & Talented Education (21)         | \$50,009        | 4.7%    | \$131          | \$51,088     | 3.8%       | \$134          | \$391,873    | 0.5%        | \$29           |
| Regular Education (11)                   | \$794,822       | 75.4%   | \$2,086        | \$842,238    | 62.0%      | \$2,211        | \$47,546,117 | 62.1%       | \$3,566        |
| Special Education (23)                   | \$41,813        | 4.0%    | \$110          | \$100,639    | 7.4%       | \$264          | \$9,953,839  | 13.0%       | \$747          |
| Other (26,28,29)                         | \$0             | 0.0%    | \$0            | \$0          | 0.0%       | \$0            | \$146,003    | 0.2%        | \$11           |
| PROGRAM INFORMATION                      |                 | -Campus | 1              | Camp         | ous        |                |              | <del></del> |                |
|  | Count           |         | cent           | Groi         |            | istrict        | Stat         | te          |                |
| Student Enrollment by Program:           |                 |         |                |              | •          |                |              |             |                |
| Bilingual/ESL Education                  | 27              | 6       | .8%            | 5.8          | 3%         | 4.9%           | 14.          | 6%          |                |
| Career & Technology Education            | 91              | 23      | .0%            | 34.4         | 18         | 12.3%          | 20.:         | 3%          |                |
| Gifted & Talented Education              | 237             | 59      | .8%            | 7.3          | 3%         | 47.0%          | 7.           | 6%          |                |
| Special Education                        | 21              |         | .3%            | 14.5         | 5%         | 3.5%           | 11.:         |             |                |
| Teachers by Program (population served): |                 |         |                |              |            |                |              |             |                |
| Bilingual/ESL Education                  | 0.9             | 3       | .2%            | 1.4          | 1%         | 1.8%           | 8.8          | 8%          |                |
| Career & Technology Education            | 0.8             | _       | .9%            | 8.8          |            | 1.6%           | 4.           |             |                |
| Compensatory Education                   | 0.0             |         | .0%            | 2.5          |            | 0.0%           | 3.           |             |                |
| Gifted & Talented Education              | 9.1             |         | . 4%           | 1.8          | 3%         | 31.4%          | 2.:          |             |                |
| Regular Education                        | 17.3            |         | .9%            | 73.6         |            | 61.7%          | 68.          | -           |                |
| Special Education                        | 0.7             |         | . 6%           | 10.0         |            | 3.4%           | 10.          |             |                |
| Other                                    | 0.0             | 0       | .0%            | 1.9          | <b>)</b> % | 0.0%           | 2.           | 5%          |                |

District Name: HARMONY SCIENCE ACADEMY

Campus Name: HARMONY SCIENCE ACADEMY

Campus #: 101846001

<sup>&#</sup>x27;?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

<sup>&#</sup>x27;-' indicates zero observations reported for this group.

<sup>&#</sup>x27;n/a' indicates than ancep Manage Wentot Napplaces belief or this group.

# 2005-06 Academic Excellence Indicator System

District Name: HARMONY SCIENCE ACADEMY

Campus Name: HARMONY SCIENCE ACADEMY -DALLAS

Campus #: 101846041

2006 Accountability Rating: Exemplary

Gold Performance Acknowledgments:

Attendance (2004-05)

Commended on Reading/ELA

Commended on Writing

Commended on Social Studies

This is a Charter School.

2005-06 Campus Performance

Total Students OUNDATION Grade Span: 06 - 09 District Name: HARMONY SCIENCE ACADEMY Campus Name: HARMONY SCIENCE ACADEMY -D Campus #: 101846041 School Type: Middle

| Indicator:                      |              | State      | District     | Campus<br>Group     | Campus              | African<br>American | Hispanic     | White          | Native<br>American | Asian/<br>Pacific Is | Male         | Female              | Special<br>Ed | Econ<br>Disad       | LEP |
|---------------------------------|--------------|------------|--------------|---------------------|---------------------|---------------------|--------------|----------------|--------------------|----------------------|--------------|---------------------|---------------|---------------------|-----|
| TAKS Met 2006<br>Grade 6 (Engli |              | i          |              |                     |                     |                     |              |                |                    |                      |              |                     |               |                     |     |
| Reading                         | 2006<br>2005 | 92%<br>86% | > 99%<br>95% | 92%<br>84%          | > 99%<br>95%        | > 99%<br>94%        | > 99%<br>95% | > 99%<br>> 99% | *                  | *                    | > 99%<br>95% | > 99%<br>96%        | *             | > 99%<br>93%        | *   |
| Mathematics                     | 2006<br>2005 | 81%<br>73% | 99%<br>90%   | 77%<br>69%          | 97%<br>86%          | > 99%<br>81%        | 96%<br>93%   | > 99%<br>55%   | *                  | *                    | > 99%<br>84% | 95%<br>88%          | *             | > 99%<br>87%        | *   |
| All Tests                       | 2006<br>2005 | 78%<br>69% | 99%<br>88%   | 75%<br>6 <b>4</b> % | 97%<br>8 <b>4</b> % | > 99%<br>81%        | 96%<br>89%   | > 99%<br>55%   | *                  | *                    | > 99%<br>79% | 95%<br>88%          | *             | > 99%<br>83%        | *   |
| TAKS Met 2006<br>Grade 7        | Standard     | i          |              |                     |                     |                     |              |                |                    |                      |              |                     |               |                     |     |
| Reading                         | 2006<br>2005 | 80%<br>81% | 96%<br>96%   | 77%<br>82%          | 95%<br>98%          | > 99%<br>> 99%      | 94%<br>97%   | > 99%<br>> 99% | *                  | *                    | 93%<br>> 99% | 98%<br>96%          | *             | 9 <b>4</b> %<br>*   | *   |
| Mathematics                     | 2006<br>2005 | 71%<br>65% | 94%<br>91%   | 67%<br>63%          | 94%<br>92%          | > 99%<br>91%        | 91%<br>90%   | > 99%<br>> 99% | *                  | *                    | 93%<br>97%   | 9 <b>4</b> %<br>88% | *             | 92%<br>*            | *   |
| Writing                         | 2006<br>2005 | 91%<br>89% | 98%<br>99%   | 92%<br>90%          | 96%<br>98%          | > 99%<br>> 99%      | 95%<br>96%   | > 99%<br>> 99% | *                  | *                    | 93%<br>> 99% | > 99%<br>96%        | *             | 94%<br>*            | *   |
| All Tests                       | 2006<br>2005 | 65%<br>60% | 91%<br>88%   | 59%<br>58%          | 89%<br>90%          | > 99%<br>91%        | 85%<br>88%   | > 99%<br>> 99% | *                  | *                    | 86%<br>97%   | 92%<br>86%          | *             | 86%<br>*            | *   |
| TAKS Met 2006<br>Grade 8        | Standard     | i          |              |                     |                     |                     |              |                |                    |                      |              |                     |               |                     |     |
| Reading                         | 2006<br>2005 | 84%<br>84% | 96%<br>97%   | 83%<br>83%          | 95%<br>97%          | > 99%<br>> 99%      | 93%<br>90%   | > 99%<br>*     | *                  | *                    | 97%<br>93%   | 94%<br>> 99%        | *             | 93%<br>9 <b>4</b> % | *   |
| Mathematics                     | 2006<br>2005 | 68%<br>62% | 92%<br>89%   | 65%<br>60%          | 94%<br>93%          | > 99%<br>> 99%      | 92%<br>80%   | > 99%<br>*     | *                  | *                    | 95%<br>93%   | 9 <b>4</b> %<br>93% | *             | 93%<br>88%          | *   |
| * Science                       | 2006         | 72%        | 87%          | 68%                 | 84%                 | 92%                 | 80%          | > 99%          | *                  | *                    | > 99%        | 70%                 | *             | 83%                 | *   |
| Soc Studies                     | 2006<br>2005 | 84%<br>85% | 98%<br>98%   | 81%<br>85%          | 95%<br>97%          | > 99%<br>> 99%      | 93%<br>90%   | > 99%<br>*     | *                  | *                    | > 99%<br>93% | 91%<br>> 99%        | *             | 95%<br>94%          | *   |
| * All Tests                     | 2006<br>2005 | 58%<br>58% | 80%<br>89%   | 52%<br>56%          | 78%<br>93%          | 92%<br>> 99%        | 72%<br>80%   | > 99%<br>*     | *                  | *                    | 92%<br>93%   | 66%<br>93%          | *             | 75%<br>88%          | *   |

<sup>\*</sup> Grade 8 Science (tested at 2 SEM below Panel Recommended value) is included in All Tests for 2006.

Section I - Page 1

2005-06 Campus Performance

| Indicator:                     |                     | State      | District            | Campus<br>Group |            | African<br>American | Hispanic            | White              | Native<br>American | Asian/<br>Pacific Is | Male                | Female           | Special<br>Ed | Econ<br>Disad | LEP |
|--------------------------------|---------------------|------------|---------------------|-----------------|------------|---------------------|---------------------|--------------------|--------------------|----------------------|---------------------|------------------|---------------|---------------|-----|
| TAKS Met 2006<br>Grade 9       | Standard            | i          |                     |                 |            |                     |                     |                    |                    |                      |                     |                  |               |               |     |
| Reading                        | 2006<br>2005        | 88%<br>83% | > 99%<br>> 99%      | *               | > 99%<br>* | > 99%<br>*          | > 99%<br>*          | > 99%<br>*         | *                  | *                    | > 99%<br>*          | > 99%<br>*       | *<br>*        | > 99%<br>*    | *   |
| Mathematics                    | 2006<br>2005        | 58%<br>58% | 96%<br>95%          | *               | > 99%<br>* | > 99%<br>*          | > 99%<br>*          | > 99%<br>*         | *                  | *                    | > 99%<br>*          | > 99%<br>*       | *             | > 99%<br>*    | *   |
| All Tests                      | 2006<br>2005        | 57%<br>56% | 96%<br>95%          | *               | > 99%<br>* | > 99%<br>*          | > 99%<br>*          | > 99%<br>*         | *                  | *                    | > 99%<br>*          | > 99%<br>*       | *             | > 99%<br>*    | *   |
| TAKS Met 2006<br>(Standard Acc |                     |            |                     | es Teste        | d, EXCLUI  | OING grade          | 8 Science           | e)                 |                    |                      |                     |                  |               |               |     |
| Reading/ELA                    | 2006<br>2005        | 87%<br>83% | 97%<br>95%          | 84%<br>83%      | 97%<br>96% | > 99%<br>98%        | 96%<br>95%          | > 99%<br>> 99%     | *                  | > 99%<br>> 99%       | 96%<br>97%          | 97%<br>96%       | *             | 96%<br>93%    | *   |
| Mathematics                    | 2006<br>2005        | 75%<br>71% | 9 <b>4</b> %<br>91% | 71%<br>65%      | 95%<br>89% | > 99%<br>90%        | 93%<br>90%          | > 99%<br>80%       | *                  | > 99%<br>> 99%       | 96%<br>91%          | 95%<br>88%       | *             | 95%<br>87%    | *   |
| Writing                        | 2006<br>2005        | 91%<br>90% | 98%<br>99%          | 92%<br>90%      | 96%<br>98% | > 99%<br>> 99%      | 95%<br>96%          | > 99%<br>> 99%     | *                  | *                    | 93%<br>> 99%        | > 99%<br>96%     | *             | 94%<br>*      | *   |
| Soc Studies                    | 2006<br>2005        | 87%<br>87% | 98%<br>98%          | 81%<br>85%      | 95%<br>97% | > 99%<br>> 99%      | 93%<br>90%          | > 99%<br>*         | *                  | *                    | > 99%<br>93%        | 91%<br>> 99%     | *             | 95%<br>94%    | *   |
| All Tests                      | 2006<br>2005        | 67%<br>62% | 92 <b>%</b><br>87%  | 64%<br>61%      | 92%<br>88% | > 99%<br>90%        | 88%<br>88%          | > 99%<br>80%       | *                  | > 99%<br>> 99%       | 92%<br>89%          | 92%<br>87%       | *             | 91%<br>84%    | *   |
| TAKS Met 2006<br>(2008 Preview |                     |            |                     | es Teste        | d, INCLUI  | OING grade          | 8 Science           | e)                 |                    |                      |                     |                  |               |               |     |
| Science<br>All Tests           | 2006<br>2006        | 66%<br>65% | 78%<br>87%          | 46%<br>55%      | 81%<br>88% | 92%<br>98%          | 77%<br>8 <b>4</b> % | > 99%<br>> 99%     | *                  | *<br>> 99%           | 97%<br>92%          | 68%<br>85%       | *             | 81%<br>87%    | *   |
| TAKS Commende                  | d Perform           | nance (St  | um of All G         | Frades T        | ested, EX  | KCLUDING g          | rade 8 Sc           | ience)             |                    |                      |                     |                  |               |               |     |
| Reading/ELA                    | 2006<br>2005        | 27%<br>25% | 28%<br>28%          | 25%<br>28%      | 26%<br>29% | 27%<br>35%          | 24%<br>22%          | 33%<br>56%         | *                  | 50%<br>50%           | 2 <b>4</b> %<br>28% | 28%<br>31%       | *             | 23%<br>26%    | *   |
| Mathematics                    | 2006<br>2005        | 23%<br>20% | 15%<br>12%          | 13%<br>13%      | 13%<br>14% | 8%<br>10%           | 14%<br>14%          | 13%<br>12%         | *                  | 20%<br>33%           | 13%<br>17%          | 13%<br>11%       | *             | 12%<br>14%    | *   |
| Writing                        | 2006<br>2005        | 30%<br>26% | 35%<br>27%          | 32%<br>23%      | 36%<br>25% | 43%<br>9%           | 31%<br>23%          | <b>44</b> %<br>50% | *                  | *                    | 23%<br>26%          | 49%<br>24%       | *             | 31%<br>*      | *   |
| Soc Studies                    | 2006<br>2005        | 30%<br>26% | 40%<br>38%          | 21%<br>19%      | 31%<br>38% | 38%<br>38%          | 33%<br>30%          | < 1%<br>*          | *                  | *                    | 43%<br>47%          | 21%<br>29%       | *             | 32%<br>25%    | *   |
| All Tests                      | <b>2006</b><br>2005 | 11%<br>10% | <b>8</b> %<br>7%    | 8%<br>8%        | 6%<br>8%   | <b>2</b> %<br>8%    | <b>6</b> %<br>8%    | 10%<br>8%          | *                  | 10%<br>17%           | 5%<br>8%            | <b>6</b> %<br>8% | *<br>*        | 5%<br>9%      | *   |

District Name: HARMONY SCIENCE ACADEMY

Campus #: 101846041

Campus Name: HARMONY SCIENCE ACADEMY -D

Section I - Page 2 Total Students OUNDATION Grade Span: 06 - 09

School Type: Middle

2005-06 Campus Performance

Section I - Page 3 Total Students OUNDATION Grade Span: 06 - 09 School Type: Middle

| Indicator:   |              | State              | District     | Campus<br>Group     | Campus | African<br>American | n Hispanic | White | Native<br>American | Asian/<br>Pacific Is | Male | Female | Special<br>Ed | Econ<br>Disad | LEP |
|--|--------------|--------------------|--------------|---------------------|--------|---------------------|------------|-------|--------------------|----------------------|------|--------|---------------|---------------|-----|
| SDAA II Examir<br>Met ARD Expect<br>(Standard Acco | ations       | ·                  |              | ·                   |        |                     |            |       |                    |                      |      |        |               |               |     |
| 2006   |              | 84%                | 90%          | 77%                 | > 99%  | *                   | > 99%      | *     | *                  | *                    | *    | > 99%  | > 99%         | *             | *   |
| 2005   |              | 79%                | 93%          | 81%                 | 88%    | *                   | 83%        | *     | *                  | *                    | *    | 88%    | 88%           | *             | *   |
| SDAA II Examin<br>Met ARD Expect<br>Reading/ELA    |              | m of All<br>87%    | Grades Te    | sted)<br>81%        | *      | *                   | *          | *     | *                  | *                    | *    | *      | *             | *             | *   |
| Reading/ BIA                                       | 2005         | 82%                | > 99%        | 87%                 | *      | *                   | *          | *     | *                  | *                    | *    | *      | *             | *             | *   |
| Mathematics  | 2006<br>2005 | 86%<br>80%         | 85%<br>> 99% | 80%<br>84%          | *      | *                   | *          | *     | *                  | *                    | *    | *      | *             | *             | *   |
| Writing  | 2006<br>2005 | 68%<br>65%         | *<br>75%     | 57%<br>6 <b>4</b> % | *      | *                   | *          | *     | *                  | *                    | *    | *      | *             | *             | *   |
| All Tests  | 2006<br>2005 | <b>74</b> %<br>68% | 77%<br>86%   | <b>62</b> %<br>68%  | *      | *                   | *          | *     | *                  | *                    | *    | *      | *             | *             | *   |

District Name: HARMONY SCIENCE ACADEMY

Campus #: 101846041

Campus Name: HARMONY SCIENCE ACADEMY -D

2005-06 Campus Performance

| Indicator:          | State       | District   | Campus<br>Group | Campus | African<br>American | Hispanic | White  | Native<br>American | Asian/<br>Pacific Is | Male  | Female | Special<br>Ed | Econ<br>Disad | LEP   |
|---------------------|-------------|------------|-----------------|--------|---------------------|----------|--------|--------------------|----------------------|-------|--------|---------------|---------------|-------|
| 2006 TAKS/SDAA II/T | AKS-I Part  | icipation  | (Grades 3       | 3–11)  |                     |          |        |                    |                      |       |        |               |               |       |
| Tested              | 97.1%       | 95.9%      | 97.9%           | 98.4%  | 98.0%               | 98.1%    | 100.0% | *                  | 100.0%               | 98.6% | 98.2%  | *             | 97.5%         | 44.4% |
| By Assessment       |             |            |                 |        |                     |          |        |                    |                      |       |        |               |               |       |
| TAKS (1 or more)    | 90.7%       | 94.3%      | 88.4%           | 97.4%  | 98.0%               | 96.8%    | 100.0% | *                  | 100.0%               | 98.6% | 96.4%  | *             | 97.0%         | 44.4% |
| Not on TAKS         | 6.4%        | 1.7%       | 8.4%            | 1.0%   | 0.0%                | 1.4%     | 0.0%   | *                  | 0.0%                 | 0.0%  | 1.8%   | *             | 0.5%          | 0.0%  |
| TAKS-I Only         | 0.1%        | 0.0%       | 0.0%            | 0.0%   | 0.0%                | 0.0%     | 0.0%   | *                  | 0.0%                 | 0.0%  | 0.0%   | *             | 0.0%          | 0.0%  |
| SDAA II Only        | 5.4%        | 1.7%       | 7.2%            | 1.0%   | 0.0%                | 1.4%     | 0.0%   | *                  | 0.0%                 | 0.0%  | 1.8%   | *             | 0.5%          | 0.0%  |
| TAKS-I/SDAA II O    | nly 0.8%    | 0.0%       | 0.8%            | 0.0%   | 0.0%                | 0.0%     | 0.0%   | *                  | 0.0%                 | 0.0%  | 0.0%   | *             | 0.0%          | 0.0%  |
| By Acct Status      |             |            |                 |        |                     |          |        |                    |                      |       |        |               |               |       |
| Acct System         | 90.5%       | 94.6%      | 89.9%           | 96.1%  | 96.1%               | 96.3%    | 96.8%  | *                  | 90.9%                | 97.2% | 95.2%  | *             | 95.5%         | 44.4% |
| Non-Acct System     | 6.5%        | 1.4%       | 7.5%            | 2.3%   | 2.0%                | 1.9%     | 3.2%   | *                  | 9.1%                 | 1.4%  | 3.0%   | *             | 2.0%          | 0.0%  |
| Mobile              | 5.6%        | 1.4%       | 6.9%            | 2.3%   | 2.0%                | 1.9%     | 3.2%   | *                  | 9.1%                 | 1.4%  | 3.0%   | *             | 2.0%          | 0.0%  |
| Non-Acct Test       | 0.2%        | 0.0%       | 0.0%            | 0.0%   | 0.0%                | 0.0%     | 0.0%   | *                  | 0.0%                 | 0.0%  | 0.0%   | *             | 0.0%          | 0.0%  |
| Katrina/Rita        | 0.8%        | 0.0%       | 0.4%            | 0.0%   | 0.0%                | 0.0%     | 0.0%   | *                  | 0.0%                 | 0.0%  | 0.0%   | *             | 0.0%          | 0.0%  |
| Not Tested          | 2.9%        | 4.1%       | 2.1%            | 1.6%   | 2.0%                | 1.9%     | 0.0%   | *                  | 0.0%                 | 1.4%  | 1.8%   | *             | 2.5%          | 55.6% |
| Absent              | 0.2%        | 0.2%       | _               | 0.0%   | 0.0%                | 0.0%     | 0.0%   | *                  | 0.0%                 | 0.0%  | 0.0%   | *             | 0.0%          | 0.0%  |
| ARD Exempt          | 0.7%        | 0.2%       | 0.2%            | 0.0%   | 0.0%                | 0.0%     | 0.0%   | *                  | 0.0%                 | 0.0%  | 0.0%   | *             | 0.0%          | 0.0%  |
| LEP Exempt          | 1.0%        | 3.6%       | 0.9%            | 1.6%   | 2.0%                | 1.9%     | 0.0%   | *                  | 0.0%                 | 1.4%  | 1.8%   | *             | 2.5%          | 55.6% |
| Other               | 1.0%        | 0.2%       | 0.3%            | 0.0%   | 0.0%                | 0.0%     | 0.0%   | *                  | 0.0%                 | 0.0%  | 0.0%   | *             | 0.0%          | 0.0%  |
| Katrina/Rita        | 0.0%        | 0.0%       | 0.0%            | 0.0%   | 0.0%                | 0.0%     | 0.0%   | *                  | 0.0%                 | 0.0%  | 0.0%   | *             | 0.0%          | 0.0%  |
| Total Count         | 3,001,657   | 663        | 830             | 311    | 51                  | 216      | 31     | 2                  | 11                   | 145   | 166    | 4             | 200           | 9     |
| 2005 TAKS/SDAA II P | articipatio | on (Grades | 3-11)           |        |                     |          |        |                    |                      |       |        |               |               |       |
| Tested              | 97.0%       | 97.0%      | 98.1%           | 98.5%  | 97.6%               | 99.2%    | 96.4%  | *                  | 100.0%               | 96.7% | 100.0% | 100.0%        | 98.6%         | 60.0% |
| By Assessment       |             |            |                 |        |                     |          |        |                    |                      |       |        |               |               |       |
| TAKS (1 or more)    | 90.8%       | 95.0%      | 88.4%           | 97.6%  | 95.2%               | 98.4%    | 96.4%  | *                  | 100.0%               | 96.7% | 98.2%  | 60.0%         | 97.2%         | 60.0% |
| SDAA II Only        | 6.2%        | 2.0%       | 9.1%            | 1.0%   | 2.4%                | 0.8%     | 0.0%   | *                  | 0.0%                 | 0.0%  | 1.8%   | 40.0%         | 1.4%          | 0.0%  |
| By Mobility Status  |             |            |                 |        |                     |          |        |                    |                      |       |        |               |               |       |
| Acct Subset         | 91.3%       | 95.3%      | 92.2%           | 97.6%  | 97.6%               | 99.2%    | 89.3%  | *                  | 100.0%               | 95.6% | 99.1%  | 100.0%        | 98.6%         | 60.0% |
| Mobile Subset       | 5.7%        | 1.6%       | 5.6%            | 1.0%   | 0.0%                | 0.0%     | 7.1%   | *                  | 0.0%                 | 1.1%  | 0.9%   | 0.0%          | 0.0%          | 0.0%  |
| Not Tested          | 3.0%        | 3.0%       | 2.0%            | 1.5%   | 2.4%                | 0.8%     | 3.6%   | *                  | 0.0%                 | 3.3%  | 0.0%   | 0.0%          | 1.4%          | 40.0% |
| Absent              | 0.2%        | 0.2%       | 0.1%            | 0.5%   | 0.0%                | 0.0%     | 3.6%   | *                  | 0.0%                 | 1.1%  | 0.0%   | 0.0%          | 1.4%          | 0.0%  |
| ARD Exempt          | 0.8%        | 0.9%       | 0.3%            | 0.0%   | 0.0%                | 0.0%     | 0.0%   | *                  | 0.0%                 | 0.0%  | 0.0%   | 0.0%          | 0.0%          | 0.0%  |
| LEP Exempt          | 1.0%        | 1.8%       | 0.5%            | 1.0%   | 2.4%                | 0.8%     | 0.0%   | *                  | 0.0%                 | 2.2%  | 0.0%   | 0.0%          | 0.0%          | 40.0% |
| Other               | 1.0%        | 0.2%       | 0.4%            | 0.0%   | 0.0%                | 0.0%     | 0.0%   | *                  | 0.0%                 | 0.0%  | 0.0%   | 0.0%          | 0.0%          | 0.0%  |
| Total Count         | 2,931,773   | 559        | 527             | 205    | 42                  | 127      | 28     | 2                  | 6                    | 91    | 114    | 5             | 72            | 5     |

District Name: HARMONY SCIENCE ACADEMY

Campus #: 101846041

Campus Name: HARMONY SCIENCE ACADEMY -D

Section I - Page 4 Total Students OUNDATION Grade Span: 06 - 09

School Type: Middle

#### TEXAS EDUCATION AGENCY Academic Excellence Indicator System 2005-06 Campus Performance

Section I - Page 5 Total Students OUNDATION Grade Span: 06 - 09 School Type: Middle

Campus #: 101846041

District Name: HARMONY SCIENCE ACADEMY

Campus Name: HARMONY SCIENCE ACADEMY -D

| Indicator:                           |              | State          | District       | Campus<br>Group | Campus       | African<br>American | Hispanic             | White      | Native<br>American | Asian/<br>Pacific Is | Male         | Female       | Special<br>Ed | Econ<br>Disad | LEP    |
|--------------------------------------|--------------|----------------|----------------|-----------------|--------------|---------------------|----------------------|------------|--------------------|----------------------|--------------|--------------|---------------|---------------|--------|
| Progress of Pr                       | ior Yea      | r TAKS Fa      | ailers (Sum    | of Grad         | des 4-11)    |                     |                      |            |                    |                      |              |              |               |               |        |
| Percent of Fa                        | ilers P      | assing TA      | ks             |                 |              |                     |                      |            |                    |                      |              |              |               |               |        |
| Reading/ELA                          | 2006<br>2005 | 51%<br>45%     | 81%<br>67%     | 39%<br>43%      | 57%<br>59%   | *                   | 50%<br>57%           | *          | *<br>*             | *                    | *<br>63%     | *<br>56%     | *             | 40%<br>58%    | *      |
| Mathematics                          | 2006<br>2005 | 32%<br>25%     | 89%<br>71%     | 29%<br>18%      | 87%<br>65%   | *<br>50%            | 78%<br>76%           | *          | *                  | *                    | 88%<br>67%   | 86%<br>64%   | *             | 88%<br>75%    | *      |
| Average TGI G                        | rowth        |                |                |                 |              |                     |                      |            |                    |                      |              |              |               |               |        |
| Reading/ELA                          | 2006<br>2005 | 0.56<br>0.53   | 0.73<br>0.90   | 0.36<br>0.47    | 0.51<br>0.80 | *                   | 0.45<br>0.72         | *          | *<br>*             | *                    | 0.33<br>0.66 | 0.68<br>0.93 | *<br>*        | 0.31<br>0.77  | *      |
| Mathematics                          | 2006<br>2005 | 0.34<br>0.38   | 1.07<br>0.95   | 0.36<br>0.35    | 1.18<br>0.91 | *<br>1.15           | 1.03<br>0.83         | *          | *                  | *                    | 1.18<br>0.85 | 1.18<br>0.97 | *             | 1.08<br>0.99  | *      |
| English Langua                       | ge Lear      | ners Prog      | ress Measu     | ıre             |              |                     |                      |            |                    |                      |              |              |               |               |        |
| 2005-06                              |              | 66%            | 98%            | 65%             | 100%         | *                   | 100%                 | *          | *                  | *                    | 100%         | 100%         | *             | 100%          | 100%   |
| Attendance Rat<br>2004-05<br>2003-04 | .e           | 95.7%<br>95.7% | 97.0%<br>96.4% | 95.7%<br>95.8%  | 96.6%<br>-   | 96.6%<br>-          | 97 . <b>4</b> %<br>- | 92.8%<br>- | *<br>-             | 98.7%<br>-           | 96.7%<br>-   | 96.4%<br>-   | *<br>-        | 96.7%<br>-    | * -    |
| Annual Dropout<br>(Standard Acco     |              |                | ator)          |                 |              |                     |                      |            |                    |                      |              |              |               |               |        |
| 2004-05<br>2003-04                   |              | 0.2%<br>0.2%   | 0.0%<br>0.0%   | 0.1%<br>0.0%    | 0.0%<br>-    | 0.0%<br>-           | 0.0%<br>-            | 0.0%<br>-  | *<br>-             | *<br>-               | 0.0%<br>-    | 0.0%<br>-    | *<br>-        | 0.0%<br>-     | * -    |
| Annual Dropout<br>(AEA Indicator     |              | Gr 7-12)       |                |                 |              |                     |                      |            |                    |                      |              |              |               |               |        |
| 2004-05<br>2003-04                   |              | 0.9%<br>0.9%   | 0.0%<br>0.0%   | 0.1%<br>0.0%    | 0.0%<br>-    | 0.0%<br>-           | 0.0%<br>-            | 0.0%<br>-  | *<br>-             | *<br>-               | 0.0%<br>-    | 0.0%         | *<br>-        | 0.0%<br>-     | *<br>- |

<sup>&#</sup>x27;?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

<sup>&#</sup>x27;\*' indicates results are masked due to small numbers to protect student confidentiality.
'-' indicates QueroNobservationsMEATOONERSHIP group.

<sup>&#</sup>x27;n/a' indicates data reporting is not applicable for this group.

2005-06 Campus Profile

Section II - Page 1 Total Students OUNDATION Grade Span: 06 - 09 School Type: Middle

| STUDENT INFORMATION                          | C      | ampus        | ·-          | Campus |        |         |               |       |
|--|--------|--------------|-------------|--------|--------|---------|---------------|-------|
|  | Count  | Percen       |             | Group  |        | istrict | St            | tate  |
| Total Students:                              | 342    | 100.0%       | ;           | 31,531 |        | 738     | 4,505         | , 572 |
| Students By Grade: Early Childhood Education | 0      | 0.0%         |             | 0.0%   |        | 0.0%    |               | 0.3%  |
| Pre-Kindergarten                             | 0      | 0.0%         | i           | 0.0%   |        | 0.0%    | 4             | 4.0%  |
| Kindergarten                                 | 0      | 0.0%         |             | 0.0%   |        | 0.0%    | •             | 7.8%  |
| Grade 1                                      | 0      | 0.0%         | i           | 0.0%   |        | 0.0%    | 1             | 3.0%  |
| Grade 2                                      | 0      | 0.0%         |             | 0.0%   |        | 0.0%    | •             | 7.6%  |
| Grade 3                                      | 0      | 0.0%         | i           | 0.0%   |        | 0.0%    |               | 7.6%  |
| Grade 4                                      | 0      | 0.0%         | i           | 0.0%   |        | 0.0%    | •             | 7.3%  |
| Grade 5                                      | 0      | 0.0%         | i           | 3.7%   |        | 0.0%    | •             | 7.5%  |
| Grade 6                                      | 80     | 23.4%        | i           | 27.6%  |        | 22.2%   | •             | 7.2%  |
| Grade 7                                      | 124    | 36.3%        | i           | 33.6%  |        | 27.1%   | •             | 7.5%  |
| Grade 8                                      | 94     | 27.5%        | i           | 32.9%  |        | 24.0%   | •             | 7.4%  |
| Grade 9                                      | 44     | 12.9%        | •           | 2.2%   |        | 12.3%   | ;             | 3.7%  |
| Grade 10                                     | 0      | 0.0%         | i           | 0.0%   |        | 6.0%    | •             | 7.2%  |
| Grade 11                                     | 0      | 0.0%         | i           | 0.0%   |        | 3.8%    | (             | 6.2%  |
| Grade 12                                     | 0      | 0.0%         | ī           | 0.0%   |        | 4.6%    | į             | 5.7%  |
| Ethnic Distribution: African American        | 62     | 18.1%        | ;           | 10.3%  |        | 29.3%   | 14            | 4.7%  |
| Hispanic                                     | 231    | 67.5%        | i           | 68.6%  |        | 50.1%   | 4.            | 5.3%  |
| White  | 37     | 10.8%        | i           | 19.3%  |        | 14.5%   | 30            | 6.5%  |
| Native American                              | 2      | 0.6%         | ł           | 0.3%   |        | 0.5%    |               | 0.3%  |
| Asian/Pac. Islander                          | 10     | 2.9%         | i           | 1.5%   |        | 5.6%    | ;             | 3.1%  |
| Economically Disadvantaged                   | 215    | 62.9%        |             | 66.6%  |        | 60.6%   | _             | 5.6%  |
| Limited English Proficient (LEP)             | 9      | 2.6%         |             | 9.2%   |        | 4.9%    | 1!            | 5.8%  |
| Students w/Disciplinary Placements (2003-04) | 0      | 0.0%         | i           | 4.6%   |        | 0.0%    |               | 2.3%  |
| At-Risk                                      | 22     | 6.4%         |             | 53.6%  |        | 10.3%   | 48            | 3.7%  |
| Mobility (2004-05)                           | 40     | 16.5%        | i           | 19.3%  |        | 13.4%   | 2:            | L.1%  |
| Number of Students per Teacher               | 15.5   | n/a          | L           | 15.5   |        | 14.5    | 1             | 4.9   |
|  | Non    | _            | cation Rate | es     |        |         | ucation Rates | 5     |
| Retention Rates by Grade:                    | _      | Campus       |             |        | _      | Campus  |               |       |
|  | Campus | Group        | District    | State  | Campus | Group   | District      | State |
| Kindergarten                                 | _      | -            | _           | 2.9%   | -      | -       | _             | 11.8% |
| Grade 1                                      | -      | -            | -           | 5.9%   | -      | -       | -             | 10.2% |
| Grade 2                                      | _      | -            | -           | 3.5%   | -      | -       | -             | 4.3%  |
| Grade 3                                      | -      | -            | -           | 3.3%   | _      | -       | -             | 2.6%  |
| Grade 4                                      | -      | <del>-</del> | -           | 1.8%   | -      |         | _             | 1.4%  |
| Grade 5                                      | -      | 3.5%         | -           | 3.8%   | -      | 0.0%    | _             | 2.2%  |
| Grade 6                                      | 0.0%   | 1.6%         | 3.7%        | 1.5%   | 0.0%   | 1.3%    | 0.0%          | 1.6%  |
| Grade 7                                      | 1.2%   | 2.4%         | 2.5%        | 2.3%   | 0.0%   | 3.7%    | 0.0%          | 2.5%  |
| G d- 0                                       | 0 00   | 0 10         | 4 00        | 4 70   |        |         | 0 00          | 2 00  |

2.1%

4.2%

1.7%

2.6%

0.0%

3.0%

0.0%

Grade 8

District Name: HARMONY SCIENCE ACADEMY

Campus #: 101846041

Campus Name: HARMONY SCIENCE ACADEMY -D

Section II - Page 2
Total Students: OUNDATION
Grade Span: 06 - 09
School Type: Middle

Campus #: 101846041

CLASS SIZE INFORMATION

District Name: HARMONY SCIENCE ACADEMY

Campus Name: HARMONY SCIENCE ACADEMY -D

(Derived from teacher responsibility records.)

|                     |                       |        | Campus |          |       |
|---------------------|-----------------------|--------|--------|----------|-------|
| Class Size Averages | by Grade and Subject: | Campus | Group  | District | State |
| Elementary:         | Kindergarten          | _      | _      | _        | 19.3  |
| _                   | Grade 1               | _      | _      | _        | 18.9  |
|                     | Grade 2               | _      | _      | _        | 18.9  |
|                     | Grade 3               | _      | -      | -        | 18.9  |
|                     | Grade 4               | 21.0   | _      | 21.0     | 19.3  |
|                     | Grade 5               | _      | 23.7   | _        | 21.9  |
|                     | Grade 6               | 19.7   | 22.6   | 20.9     | 21.4  |
|                     | Mixed Grades          | -      | -      | -        | 25.7  |
| Secondary:          | English/Language Arts | 21.9   | 20.7   | 22.2     | 20.3  |
| -                   | Foreign Languages     | 19.7   | 21.4   | 21.8     | 21.3  |
|                     | Mathematics           | 20.9   | 21.6   | 21.3     | 20.3  |
|                     | Science               | 21.0   | 23.5   | 20.3     | 21.5  |
|                     | Social Studies        | 21.4   | 23.5   | 22.3     | 22.5  |
|                     |                       |        |        |          |       |

Section II - Page 3
Total Students:OUNDA 420N
Grade Span: 06 - 09
School Type: Middle

Campus Name: HARMONY SCIENCE ACADEMY -D Campus #: 101846041

District Name: HARMONY SCIENCE ACADEMY

| INFORMATION                           | Can            | mpus     | Campus   |                 |           |
|---------------------------------------|----------------|----------|----------|-----------------|-----------|
|                                       | Count          | Percent  | Group    | District        | State     |
| Total Staff:                          | 25.5           | 100.0%   | 100.0%   | 100.0%          | 100.0%    |
| Professional Staff:                   | 25.5           | 100.0%   | 87.8%    | 92.9%           | 62.5%     |
| Teachers                              | 22.0           | 86.3%    | 75.5%    | 74.9%           | 50.7%     |
| Professional Support                  | 0.8            | 3.3%     | 8.0%     | 4.2%            | 8.0%      |
| Campus Admin. (School Leader.)        | 2.7            | 10.4%    | 4.3%     | 7.9%            | 2.8%      |
| Educational Aides:                    | 0.0            | 0.0%     | 12.2%    | 1.3%            | 10.2%     |
| Total Minority Staff:                 | 5.5            | 21.5%    | 31.9%    | 22.6%           | 41.5%     |
| Teachers By Ethnicity and Sex:        |                |          |          |                 |           |
| African American                      | 3.0            | 13.6%    | 9.7%     | 11.6%           | 9.1%      |
| Hispanic                              | 2.0            | 9.1%     | 16.0%    | 7.8%            | 20.1%     |
| White                                 | 16.5           | 75.1%    | 72.6%    | 79.4%           | 69.4%     |
| Native American                       | 0.0            | 0.0%     | 0.4%     | 0.0%            | 0.3%      |
| Asian/Pacific Islander                | 0.5            | 2.2%     | 1.3%     | 1.2%            | 1.1%      |
| Males                                 | 7.8            | 35.6%    | 28.2%    | 50.3%           | 22.9%     |
| Females                               | 14.2           | 64.4%    | 71.8%    | 49.7%           | 77.1%     |
| Teachers by Years of Experience:      |                |          |          |                 |           |
| Beginning Teachers                    | 6.7            | 30.2%    | 9.4%     | 33.7%           | 7.5%      |
| 1-5 Years Experience                  | 11.3           | 51.6%    | 28.9%    | 54.2%           | 29.0%     |
| 6-10 Years Experience                 | 3.0            | 13.6%    | 20.2%    | 8.1%            | 19.4%     |
| 11-20 Years Experience                | 1.0            | 4.5%     | 21.3%    | 3.9%            | 24.2%     |
| Over 20 Years Experience              | 0.0            | 0.0%     | 20.2%    | 0.0%            | 19.9%     |
|                                       |                |          | Campus   |                 |           |
|                                       |                | Campus   | Group    | District        | State     |
| Average Years Experience of Teachers: |                | 2.7 yrs. | 11.1 yr  |                 | 11.5 yrs. |
| Average Years Experience of Teachers  | with District: | 0.9 yrs. | 7.7 yı   | rs. 1.3 yrs.    | 7.6 yrs.  |
| Average Teacher Salary by Years of Ex | perience:      |          |          |                 |           |
| (regular duties only)                 |                | *** ***  | 44       | *** *           | 444       |
| Beginning Teachers                    |                | \$31,834 | \$35,425 | \$32,163        | \$34,505  |
| 1-5 Years Experience                  |                | \$34,952 | \$36,832 | \$36,938        | \$36,567  |
| 6-10 Years Experience                 |                | \$31,300 | \$38,851 | \$33,547        | \$39,008  |
| 11-20 Years Experience                |                | \$30,700 | \$43,770 | \$31,350        | \$43,978  |
| Over 20 Years Experience              |                | -        | \$52,844 | -               | \$51,998  |
| Average Actual Salaries (regular duti | es only):      |          |          |                 |           |
| Teachers                              |                | \$33,318 | \$41,819 | <b>\$34,833</b> | \$41,744  |
| Professional Support                  |                | \$26,000 | \$48,754 | \$28,124        | \$50,029  |
| Campus Administration (School L       | eadership)     | \$56,229 | \$62,957 | \$56,843        | \$62,704  |
| Contracted Instructional Staff (not i |                | 0.0      | 1.8      | 0.5             | 4,958.9   |

2005-06 Campus Profile

Section II - Page 4 Total Students OUNDATION Grade Span: 06 - 09 School Type: Middle

| ACTUAL OPERATING EXPENDITURE INFORMATION  |                 |         | Ca             | mpus         |         |                | Cam           | ous Group  |                |
|---|-----------------|---------|----------------|--------------|---------|----------------|---------------|------------|----------------|
|   | General<br>Fund | Percent | Per<br>Student | All<br>Funds | Percent | Per<br>Student | All<br>Funds  | Percent    | Per<br>Student |
| By Function:  |                 |         |                |              |         |                |               |            |                |
| Total Operating Expenditures  | \$792,072       | 100.0%  | \$3,568        | \$848,555    | 100.0%  | \$3,822        | \$170,591,601 | 100.0%     | \$5,500        |
| Instruction (11,95)   | \$702,521       | 88.7%   | \$3,165        | \$708,895    | 83.5%   | \$3,193        | \$118,788,202 | 69.6%      | \$3,830        |
| Instructional-Related Services (12,13)  | \$714           | 0.1%    | \$3            | \$714        | 0.1%    | \$3            | \$6,358,253   | 3.7%       | \$205          |
| Instructional Leadership (21)   | \$0             | 0.0%    | \$0            | \$0          | 0.0%    | \$0            | \$2,787,376   | 1.6%       | \$90           |
| School Leadership (23)  | \$66,925        | 8.4%    | \$301          | \$67,008     | 7.9%    | \$302          |               |            | \$404          |
| Support Services-Student (31,32,33)   | \$21,912        | 2.8%    | \$99           | \$21,912     | 2.6%    | \$99           | \$9,623,262   | 5.6%       | \$310          |
| Other Campus Costs (35, 36, 51, 52, 53)   | \$0             | 0.0%    | \$0            | \$50,026     | 5.9%    | \$225          | \$20,498,070  | 12.0%      | \$661          |
| By Program:   |                 |         |                |              |         |                |               |            |                |
| Total Operating Expenditures  | \$702,521       | 100.0%  | \$3,165        | \$708,895    | 100.0%  | \$3,193        | \$149,370,852 | 100.0%     | \$4,816        |
| Bilingual/ESL Education (25)  | \$30,384        | 4.3%    | \$137          | \$30,384     | 4.3%    | \$137          | \$3,003,646   | 2.0%       | \$97           |
| Career & Technology Education (22)  | \$3,843         | 0.5%    | \$17           | \$3,843      | 0.5%    | \$17           | \$2,441,992   | 1.6%       | \$79           |
| Accelerated Education (24,30)   | \$23,667        | 3.4%    | \$107          | \$23,667     | 3.3%    | \$107          | \$19,090,017  | 12.8%      | \$615          |
| Gifted & Talented Education (21)  | \$8,395         |         | \$38           | \$8,395      | 1.2%    | \$38           | \$2,684,319   | 1.8%       | \$87           |
| Regular Education (11)  | \$491,386       | 69.9%   | \$2,213        | \$497,760    | 70.2%   | \$2,242        | \$96,670,600  | 64.7%      | \$3,117        |
| Special Education (23)  | \$144,846       |         | \$652          | \$144,846    | 20.4%   | \$652          |               |            | \$820          |
| Other (26,28,29)  | \$0             | 0.0%    | \$0            | \$0          | 0.0%    | \$0            | \$51,810      |            | \$2            |
| PROGRAM INFORMATION   |                 | -Campus |                | Camp         | ous     |                |               |            |                |
|   | Count           | Per     | cent           | Grou         | ıp D    | istrict        | Stat          | te         |                |
| Student Enrollment by Program:  |                 |         |                |              | _       |                |               |            |                |
| Bilingual/ESL Education   | 9               | 2       | . 6%           | 8.0          | )%      | 4.9%           | 14.0          | 6%         |                |
| Bilingual/ESL Education  Career & Technology Education  Gifted & Talented Education | 0               | 0       | .0%            | 20.7         | 18      | 12.3%          | 20.3          | 3%         |                |
| Gifted & Talented Education   | 110             | 32      | .2%            | 9.7          | 18      | 47.0%          | 7.0           | 6%         |                |
| Special Education   | 5               | 1       | .5%            | 13.4         | 18      | 3.5%           | 11.:          | 1%         |                |
| Teachers by Program (population served):  |                 |         |                |              |         |                |               |            |                |
| Bilingual/ESL Education   | 0.0             | 0       | .0%            | 2.2          | 28      | 1.8%           | 8.8           | 8%         |                |
| Career & Technology Education   | 0.0             | 0       | .0%            | 3.3          | 3%      | 1.6%           | 4.0           | 0%         |                |
| Compensatory Education  | 0.0             | 0       | .0%            | 1.7          | 1%      | 0.0%           | 3.2           | 2%         |                |
| Gifted & Talented Education   | 6.9             | 31      | .4%            | 3.7          | 1%      | 31.4%          | 2.2           | 2%         |                |
| Regular Education   | 14.1            | 64      | .1%            | 73.4         | 1%      | 61.7%          | 68.9          | 9%         |                |
| Special Education   | 1.0             | 4       | .5%            | 11.7         |         | 3.4%           | 10.4          | <b>4</b> % |                |
| Other   | 0.0             | 0       | .0%            | 4.0          | )%      | 0.0%           | 2.            | 5%         |                |

District Name: HARMONY SCIENCE ACADEMY

Campus #: 101846041

Campus Name: HARMONY SCIENCE ACADEMY -D

<sup>&#</sup>x27;?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

<sup>&#</sup>x27;-' indicates zero observations reported for this group.

<sup>&#</sup>x27;n/a' indicates tall and the post of this group.

### 2005-06 Academic Excellence Indicator System

District Name: HARMONY SCIENCE ACADEMY (AUSTIN)

Campus Name: HARMONY SCIENCE ACADEMY - AUSTIN

Campus #: 227816001

2006 Accountability Rating: Recognized

Gold Performance Acknowledgments:

Attendance (2004-05)

Commended on Reading/ELA

Commended on Social Studies

This is a Charter School.

2005-06 Campus Performance

Section I - Page 1 Total Strudents: OUNDATION Grade Span: 06 - 11 School Type: Both Elem/Sec

African Special Campus Native Asian/ Econ Indicator: State District Group Campus American Hispanic White American Pacific Is Male Female Ed Disad LEP TAKS Met 2006 Standard Grade 6 (English) 97% 95% 2006 92% 96% 96% 96% 94% > 99% \* 94% Reading 2005 86% 95% 90% 95% 98% 82% 94% 96% 98% 97% Mathematics 2006 81% 96% 83% 96% 96% > 99% 94% 95% 95% > 99% 92% 93% 2005 73% 95% 68% 95% 97% All Tests 2006 78% 93% 82% 93% 93% > 99% \* 90% 95% 89% 2005 69% 90% 67% 90% 93% 82% 91% 888 90% TAKS Met 2006 Standard Grade 7 Reading 2006 80% 89% 77% 89% 80% 87% > 99% 86% 91% 888 2005 81% 93% 80% 93% 78% 97% 93% 96% 91% 97% Mathematics 2006 71% 84% 68% 84% > 99% 79% > 99% \* 90% 79% \* 85% 2005 65% 93% 58% 93% 78% 94% > 99% 96% 91% 95% 2006 91% 93% 95% 93% > 99% 91% > 99% 93% 94% 93% Writing 2005 89% 90% 89% 90% 90% 91% 87% 88% 91% 888 2006 65% 76% 60% 76% 80% 70% > 99% 79% 73% 73% All Tests 2005 60% 82% 51% 82% 70% 85% 80% 81% 83% 83% TAKS Met 2006 Standard Grade 8 2006 87% 87% 83% Reading 84% 86% 888 > 99% 78% 95% 83% 2005 84% 89% 90% 89% 888 83% > 99% 81% > 99% 86% 2006 68% 888 63% 888 888 87% 888 83% 91% 91% Mathematics 2005 62% 74% 53% 74% 75% 75% 71% \* 69% 82% 71% 2006 72% 85% 75% 85% 888 78% > 99% 78% 91% 83% \* Science Soc Studies 2006 84% 98% 888 98% > 99% 96% > 99% 94% > 99% \* > 99% 2005 85% 96% 84% 96% 888 > 99% > 99% 94% > 99% > 99% \* All Tests 2006 58% 78% 51% 78% 75% 74% 888 67% 86% \* 78% 2005 58% 70% 50% 70% 75% 67% 71% 63% 82% 64% \*

District Name: HARMONY SCIENCE ACADEMY (A

Campus Name: HARMONY SCIENCE ACADEMY -

<sup>\*</sup> Grade 8 Science (tested at 2 SEM below Panel Recommended value) is included in All Tests for 2006.

Total Strudents: OUNDATION Grade Span: 06 - 11

Section I - Page 2

School Type: Both Elem/Sec

Campus Name: HARMONY SCIENCE ACADEMY - Campus #: 227816001

District Name: HARMONY SCIENCE ACADEMY (A

| Indicator:                  |              | State               | District       | Campus<br>Group | Campus         | African<br>American | Hispanic       | White      | Native<br>American | Asian/<br>Pacific Is | Male           | Female     | Special<br>Ed | Econ<br>Disad  | LEP |
|-----------------------------|--------------|---------------------|----------------|-----------------|----------------|---------------------|----------------|------------|--------------------|----------------------|----------------|------------|---------------|----------------|-----|
| TAKS Met 2006<br>Grade 9    | Standard     |                     |                |                 |                |                     |                |            |                    |                      |                |            |               |                |     |
| Reading                     | 2006<br>2005 | 88%<br>83%          | > 99%<br>> 99% |                 | > 99%<br>> 99% | *                   | > 99%<br>> 99% | *          | *                  |                      | > 99%<br>> 99% | > 99%<br>* | *             | > 99%<br>> 99% | *   |
| Mathematics                 | 2006<br>2005 | 58%<br>58%          | 78%<br>> 99%   | 69%<br>66%      | 78%<br>> 99%   | *                   | 91%<br>> 99%   | *          | *                  | * *                  | 90%<br>> 99%   | 63%<br>*   | *             | 75%<br>> 99%   | *   |
| All Tests                   | 2006<br>2005 | 57%<br>56%          | 78%<br>> 99%   | 69%<br>58%      | 78%<br>> 99%   | *                   | 91%<br>> 99%   | *          | *                  | * * ;                | 90%<br>> 99%   | 63%<br>*   | *             | 75%<br>> 99%   | *   |
| TAKS Met 2006<br>Grade 10   | Standard     |                     |                |                 |                |                     |                |            |                    |                      |                |            |               |                |     |
| Eng Lang Arts               | 2006<br>2005 | 86%<br><b>68</b> %  | 71%<br>70%     | 92%<br>71%      | 71%<br>70%     | *                   | *              | *<br>60%   | *                  | *<br>*               | *              | *<br>67%   | *             | 83%<br>*       | *   |
| Mathematics                 | 2006<br>2005 | 62%<br>59%          | > 99%<br>70%   | 65%<br>67%      | > 99%<br>70%   | *                   | *              | *<br>60%   | *                  | *<br>*               | *              | *<br>67%   | *             | > 99%<br>*     | *   |
| Science                     | 2006<br>2005 | 61%<br>55%          | > 99%<br>> 99% |                 | > 99%<br>> 99% | *                   | *              | *<br>> 99% | *                  | *<br>*               | *              | *<br>> 99% | *             | > 99%<br>*     | *   |
| Soc Studies                 | 2006<br>2005 | 8 <b>4</b> %<br>85% | > 99%<br>> 99% |                 | > 99%<br>> 99% | *                   | *<br>*         | *<br>> 99% | *                  | *<br>*               | *              | *<br>> 99% | *             | > 99%<br>*     | *   |
| All Tests                   | 2006<br>2005 | 50%<br>40%          | 71%<br>60%     | 44%<br>34%      | 71%<br>60%     | *                   | *              | *<br>40%   | *                  | *<br>*               | *              | *<br>67%   | *             | 83%<br>*       | *   |
| TAKS Met 2006<br>^ Grade 11 | Standard     |                     |                |                 |                |                     |                |            |                    |                      |                |            |               |                |     |
| Eng Lang Arts               | 2006<br>2005 | 89 <b>%</b><br>87%  | 92%<br>*       | 99%<br>89%      | 92%<br>*       | *<br>*              | *              | 83%<br>*   | *                  | *<br>*               | 86%<br>*       | > 99%<br>* | *             | *              | *   |
| Mathematics                 | 2006<br>2005 | 78%<br>72%          | 83%<br>*       | 84%<br>78%      | 83%<br>*       | *                   | *              | 83%<br>*   | *                  | * ;<br>*             | > 99%<br>*     | 60%<br>*   | *             | *              | *   |
| Science                     | 2006<br>2005 | 76%<br>71%          | > 99%<br>*     | 81%<br>69%      | > 99%<br>*     | *                   | *              | > 99%<br>* | *                  | * :<br>*             | > 99%<br>*     | > 99%<br>* | *             | *              | *   |
| Soc Studies                 | 2006<br>2005 | 94%<br>91%          | > 99%<br>*     | > 99%<br>93%    | > 99%<br>*     | *<br>*              | *              | > 99%<br>* | *                  | * :<br>*             | > 99%<br>*     | > 99%<br>* | *             | *              | *   |
| All Tests                   | 2006<br>2005 | 66%<br>60%          | 75%<br>*       | 67%<br>53%      | 75%<br>*       | *<br>*              | *<br>*         | 67%<br>*   | *                  | *<br>*               | 86%<br>*       | 60%<br>*   | *             | *              | *   |

<sup>^</sup> Primary Spring Administration, plus June 2005 and October 2005 first-time testers who pass all 4 tests.

#### TEXAS EDUCATION AGENCY Academic Excellence Indicator System 2005-06 Campus Performance

District Name: HARMONY SCIENCE ACADEMY (A

Campus Name: HARMONY SCIENCE ACADEMY -

Campus #: 227816001

Section I - Page 3
Total Students:OUNDATION
Grade Span: 06 - 11
School Type: Both Elem/Sec

| Indicator:  |              | State           | District                          | Campus<br>Group     | Campus                           | African<br>American  | n Hispani                    | c White             | Native<br>American | Asian/<br>Pacific Is | Male                 | Female              | Special<br>Ed      | Econ<br>Disad            | LEP                            |
|---|--------------|-----------------|-----------------------------------|---------------------|----------------------------------|----------------------|------------------------------|---------------------|--------------------|----------------------|----------------------|---------------------|--------------------|--------------------------|--------------------------------|
| TAKS Met 2006<br>(Standard Acco                   |              | •               |                                   | s Teste             | d, EXCLU                         | DING grade           | e 8 Scien                    | ce)                 |                    |                      |                      |                     |                    |                          |                                |
| Reading/ELA                                       | 2006<br>2005 | 87%<br>83%      | 91%<br>92%                        | 88%<br>84%          | 91%<br>92%                       | 92 <b>%</b><br>85%   | 89%<br>96%                   | 97%<br>88%          | *                  | > 99%<br>*           | 88%<br>92%           | 94%<br>93%          | *                  | 90%<br>95%               | 63%<br>67%                     |
| Mathematics                                       | 2006<br>2005 | 75%<br>71%      | 89%<br>89%                        | 70%<br>69%          | 89%<br>89%                       | 81%<br>79%           | 89%<br>92%                   | 9 <b>4</b> %<br>89% | *                  | 88%<br>*             | 91%<br>90%           | 86%<br>88%          | 67%<br>*           | 89%<br>89%               | 63%<br>83%                     |
| Writing   | 2006<br>2005 | 91%<br>90%      | 93%<br>90%                        | 93%<br>89%          | 93%<br>90%                       | > 99%<br>90%         | 91%<br>91%                   | > 99%<br>87%        | *                  | *                    | 93%<br>88%           | 94%<br>91%          | *                  | 93%<br>88%               | *                              |
| Science   | 2006<br>2005 | 70%<br>63%      | > 99%<br>> 99%                    | 68%<br>58%          | > 99%<br>> 99%                   | > 99%<br>*           | > 99%<br>*                   | > 99%<br>> 99%      | *                  | * :                  | > 99%<br>*           | > 99%<br>> 99%      | *                  | > 99%<br>*               | *                              |
| Soc Studies                                       | 2006<br>2005 | 87%<br>87%      | 98%<br>97%                        | 88%<br>86%          | 98%<br>97%                       | > 99%<br>92%         | 96%<br>> 99%                 | > 99%<br>> 99%      | *                  | *                    | 97%<br>95%           | > 99%<br>> 99%      | > 99%<br>*         | > 99%<br>> 99%           | *                              |
| All Tests   | 2006<br>2005 | 67%<br>62%      | 83%<br>83%                        | 63%<br>58%          | 83%<br>83%                       | 73%<br>76%           | 82%<br>87%                   | 91%<br>75%          | *                  | 88%<br>*             | 82%<br>81%           | 84%<br>84%          | 50%<br>*           | 81%<br>83%               | 63%<br>50%                     |
| TAKS Met 2006<br>(2008 Preview                    | at Panel     | Recomme         |                                   |                     |                                  | DING grade           |                              |                     |                    |                      | <b>7.6</b> 0         |                     | 500                | <b>68</b> 0              |                                |
| Science<br>All Tests                              | 2006<br>2006 | 66%<br>65%      | 66%<br>77%                        | 61%<br>62%          | 66%<br>77%                       | 71%<br>65%           | 5 <b>4</b> %<br>7 <b>6</b> % | 80%<br>85%          | *                  | *<br>88%             | 76%<br>80%           | 57%<br>7 <b>4</b> % | 60%<br>50%         | 67%<br>75%               | *<br>63%                       |
| TAKS Commended                                    | d Perform    | ance (Su        | um of All G                       | rades Te            | ested, E                         | XCLUDING o           | grade 8 S                    | cience)             |                    |                      |                      |                     |                    |                          |                                |
| Reading/ELA                                       | 2006<br>2005 | 27%<br>25%      | 25%<br>22%                        | 23%<br>22%          | 25%<br>22%                       | 19%<br>22%           | 21%<br>13%                   | <b>42</b> %<br>35%  | *                  | 50%<br>*             | 20%<br>24%           | 29%<br>20%          | *                  | 20%<br>15%               | < 1%<br>< 1%                   |
| Mathematics                                       | 2006<br>2005 | 23%<br>20%      | 11%<br>18%                        | 17%<br>13%          | 11%<br>18%                       | 12%<br>< 1%          | 8%<br>12%                    | 18%<br>36%          | *                  | 25%<br>*             | 15%<br>20%           | 6%<br>14%           | < 1%<br>*          | 6%<br>1 <b>4</b> %       | < 1%<br>< 1%                   |
| Writing   | 2006<br>2005 | 30%<br>26%      | 23%<br>24%                        | 22%<br>1 <b>4</b> % | 23%<br>24%                       | 20%<br>10%           | 17%<br>16%                   | 43%<br>40%          | *                  | *                    | 17%<br>24%           | 28%<br>2 <b>4</b> % | *                  | 18%<br>23%               | *                              |
| Science   | 2006<br>2005 | 16%<br>14%      | 5%<br>< 1%                        | 11%<br>9%           | 5%<br>< 1%                       | < 1%<br>*            | 20%<br>*                     | < 1%<br>< 1%        | *                  | *                    | 9%<br>*              | < 1%<br>< 1%        | *                  | < 1%<br>*                | *                              |
| Soc Studies                                       | 2006<br>2005 | 30%<br>26%      | 39%<br>27%                        | 20%<br>16%          | 39%<br>27%                       | 36%<br>50%           | 32%<br>8%                    | 53%<br>25%          | *                  | *                    | 45%<br>30%           | 33%<br>24%          | 40%<br>*           | 36%<br>6%                | *                              |
| All Tests   | 2006<br>2005 | 11%<br>10%      | 6%<br>13%                         | 5%<br>5%            | 6%<br>13%                        | 12%<br>< 1%          | 2%<br>5%                     | 15%<br>30%          | *                  | 13%<br>*             | 6%<br>14%            | 5%<br>11%           | < 1%<br>*          | 3%<br>9%                 | < 1%<br>< 1%                   |
| SDAA II Examin<br>Met ARD Expect<br>(Standard Acc | tations      |                 |                                   | ·                   |                                  |                      |                              |                     |                    |                      |                      |                     |                    |                          |                                |
| 2006<br>2005                                      |              | -<br>84%<br>79% | <b>97</b> %<br>95%<br>SEMENT, AND | <b>92</b> %<br>83%  | <b>97%</b><br><b>95</b> %<br>HIP | > <b>99</b> %<br>90% | > <b>99</b> %<br>> 99%       | 80%<br>*            | *                  | * :                  | > <b>99</b> %<br>89% | 95%<br>> 99%        | <b>97</b> %<br>95% | > 99%<br>> 99%<br>Page 4 | > <b>99</b> %<br>> <b>99</b> % |

Section I - Page 4
Total Structure Span: 06 - 11

School Type: Both Elem/Sec

| Indicator:                       |      | State    | District    | Campus<br>Group | Campus | African<br>American | n Hispanic | White | Native<br>American | Asian/<br>Pacific Is | Male  | Female | Special<br>Ed | Econ<br>Disad | LEP |
|----------------------------------|------|----------|-------------|-----------------|--------|---------------------|------------|-------|--------------------|----------------------|-------|--------|---------------|---------------|-----|
| SDAA II Examin<br>Met ARD Expect | •    | m of All | Grades Te   | sted)           |        |                     |            |       |                    |                      |       |        |               |               |     |
| Reading/ELA                      | 2006 | 87%      | 93%         | > 99%           | 93%    | *                   | > 99%      | *     | *                  | *                    | > 99% | 89%    | 93%           | > 99%         | *   |
| <b>.</b>                         | 2005 | 82%      | 89%         | 90%             | 89%    | *                   | *          | *     | *                  | *                    | *     | > 99%  | 89%           | > 99%         | *   |
| Mathematics                      | 2006 | 86%      | > 99%       | > 99%           | > 99%  | *                   | > 99%      | *     | *                  | *                    | *     | > 99%  | > 99%         | > 99%         | *   |
|                                  | 2005 | 80%      | > 99%       | 86%             | > 99%  | *                   | > 99%      | *     | *                  | *                    | *     | > 99%  | > 99%         | > 99%         | *   |
| Writing                          | 2006 | 68%      | *           | 67%             | *      | *                   | *          | *     | *                  | *                    | *     | *      | *             | *             | *   |
|                                  | 2005 | 65%      | *           | 67%             | *      | *                   | *          | *     | *                  | *                    | *     | *      | *             | *             | *   |
| All Tests                        | 2006 | 74%      | 93%         | 83%             | 93%    | *                   | > 99%      | *     | *                  | *                    | > 99% | 89%    | 93%           | > 99%         | *   |
|                                  | 2005 | 68%      | <b>92</b> % | 72%             | 92%    | 80%                 | > 99%      | *     | *                  | *                    | *     | > 99%  | <b>92</b> %   | > 99%         | *   |

District Name: HARMONY SCIENCE ACADEMY (A

Campus Name: HARMONY SCIENCE ACADEMY -

2005-06 Campus Performance

| Indicator:          | State        | District   | Campus<br>Group | Campus | African<br>American | Hispanic | White  | Native<br>American | Asian/<br>Pacific Is | Male  | Female | Special<br>Ed | Econ<br>Disad | LEP   |
|---------------------|--------------|------------|-----------------|--------|---------------------|----------|--------|--------------------|----------------------|-------|--------|---------------|---------------|-------|
| 2006 TAKS/SDAA II/  | TAKS-I Part: | icipation  | (Grades 3       | 3-11)  |                     |          |        |                    |                      |       |        |               |               |       |
| Tested              | 97.1%        | 88.3%      | 98.1%           | 88.3%  | 100.0%              | 95.0%    | 78.3%  | -                  | 90.0%                | 89.1% | 87.7%  | 100.0%        | 94.1%         | 28.2% |
| By Assessment       |              |            |                 |        |                     |          |        |                    |                      |       |        |               |               |       |
| TAKS (1 or more)    | 90.7%        | 83.7%      | 91.5%           | 83.7%  | 93.3%               | 89.9%    | 73.9%  | _                  | 90.0%                | 85.7% | 81.9%  | 36.8%         | 88.2%         | 20.5% |
| Not on TAKS         | 6.4%         | 4.7%       | 7.5%            | 4.7%   | 6.7%                | 5.0%     | 4.3%   | -                  | 0.0%                 | 3.4%  | 5.8%   | 63.2%         | 5.9%          | 7.7%  |
| TAKS-I Only         | 0.1%         | 0.0%       | 0.0%            | 0.0%   | 0.0%                | 0.0%     | 0.0%   | -                  | 0.0%                 | 0.0%  | 0.0%   | 0.0%          | 0.0%          | 0.0%  |
| SDAA II Only        | 5.4%         | 4.7%       | 5.6%            | 4.7%   | 6.7%                | 5.0%     | 4.3%   | _                  | 0.0%                 | 3.4%  | 5.8%   | 63.2%         | 5.9%          | 7.7%  |
| TAKS-I/SDAA II (    | Only 0.8%    | 0.0%       | 0.9%            | 0.0%   | 0.0%                | 0.0%     | 0.0%   | -                  | 0.0%                 | 0.0%  | 0.0%   | 0.0%          | 0.0%          | 0.0%  |
| By Acct Status      |              |            |                 |        |                     |          |        |                    |                      |       |        |               |               |       |
| Acct System         | 90.5%        | 86.0%      | 91.7%           | 86.0%  | 93.3%               | 93.7%    | 78.3%  | _                  | 80.0%                | 86.6% | 85.5%  | 94.7%         | 93.4%         | 28.2% |
| Non-Acct System     | 6.5%         | 2.3%       | 6.1%            | 2.3%   | 6.7%                | 1.3%     | 0.0%   | _                  | 10.0%                | 2.5%  | 2.2%   | 5.3%          | 0.7%          | 0.0%  |
| Mobile              | 5.6%         | 2.3%       | 6.1%            | 2.3%   | 6.7%                | 1.3%     | 0.0%   | _                  | 10.0%                | 2.5%  | 2.2%   | 5.3%          | 0.7%          | 0.0%  |
| Non-Acct Test       | 0.2%         | 0.0%       | 0.0%            | 0.0%   | 0.0%                | 0.0%     | 0.0%   | _                  | 0.0%                 | 0.0%  | 0.0%   | 0.0%          | 0.0%          | 0.0%  |
| Katrina/Rita        | 0.8%         | 0.0%       | 0.0%            | 0.0%   | 0.0%                | 0.0%     | 0.0%   | -                  | 0.0%                 | 0.0%  | 0.0%   | 0.0%          | 0.0%          | 0.0%  |
| Not Tested          | 2.9%         | 11.7%      | 2.0%            | 11.7%  | 0.0%                | 5.0%     | 21.7%  | _                  | 10.0%                | 10.9% | 12.3%  | 0.0%          | 5.9%          | 71.8% |
| Absent              | 0.2%         | 0.0%       | _               | 0.0%   | 0.0%                | 0.0%     | 0.0%   | _                  | 0.0%                 | 0.0%  | 0.0%   | 0.0%          | 0.0%          | 0.0%  |
| ARD Exempt          | 0.7%         | 0.0%       | 0.0%            | 0.0%   | 0.0%                | 0.0%     | 0.0%   | _                  | 0.0%                 | 0.0%  | 0.0%   | 0.0%          | 0.0%          | 0.0%  |
| LEP Exempt          | 1.0%         | 3.5%       | 0.0%            | 3.5%   | 0.0%                | 5.0%     | 2.2%   | _                  | 0.0%                 | 1.7%  | 5.1%   | 0.0%          | 5.9%          | 23.1% |
| Other               | 1.0%         | 8.2%       | 0.5%            | 8.2%   | 0.0%                | 0.0%     | 19.6%  | _                  | 10.0%                | 9.2%  | 7.2%   | 0.0%          | 0.0%          | 48.7% |
| Katrina/Rita        | 0.0%         | 0.0%       | 0.0%            | 0.0%   | 0.0%                | 0.0%     | 0.0%   | -                  | 0.0%                 | 0.0%  | 0.0%   | 0.0%          | 0.0%          | 0.0%  |
| Total Count         | 3,001,657    | 257        | 132             | 257    | 30                  | 159      | 46     | 0                  | 10                   | 119   | 138    | 19            | 136           | 39    |
| 2005 TAKS/SDAA II 1 | Participatio | on (Grades | 3-11)           |        |                     |          |        |                    |                      |       |        |               |               |       |
| Tested              | 97.0%        | 96.2%      | 97.8%           | 96.2%  | 100.0%              | 93.5%    | 100.0% | -                  | *                    | 97.8% | 94.7%  | 100.0%        | 94.0%         | 53.3% |
| By Assessment       |              |            |                 |        |                     |          |        |                    |                      |       |        |               |               |       |
| TAKS (1 or more)    | 90.8%        | 91.4%      | 89.2%           | 91.4%  | 87.9%               | 89.7%    | 97.6%  | _                  | *                    | 94.6% | 88.3%  | 35.7%         | 90.6%         | 40.0% |
| SDAA II Only        | 6.2%         | 4.8%       | 8.6%            | 4.8%   | 12.1%               | 3.7%     | 2.4%   | -                  | *                    | 3.3%  | 6.4%   | 64.3%         | 3.4%          | 13.3% |
| By Mobility Status  | s            |            |                 |        |                     |          |        |                    |                      |       |        |               |               |       |
| Acct Subset         | 91.3%        | 93.5%      | 90.0%           | 93.5%  | 100.0%              | 89.7%    | 97.6%  | _                  | *                    | 95.7% | 91.5%  | 100.0%        | 90.6%         | 53.3% |
| Mobile Subset       | 5.7%         | 2.7%       | 7.7%            | 2.7%   | 0.0%                | 3.7%     | 2.4%   | -                  | *                    | 2.2%  | 3.2%   | 0.0%          | 3.4%          | 0.0%  |
| Not Tested          | 3.0%         | 3.8%       | 2.2%            | 3.8%   | 0.0%                | 6.5%     | 0.0%   | _                  | *                    | 2.2%  | 5.3%   | 0.0%          | 6.0%          | 46.7% |
| Absent              | 0.2%         | 0.0%       | 0.0%            | 0.0%   | 0.0%                | 0.0%     | 0.0%   | _                  | *                    | 0.0%  | 0.0%   | 0.0%          | 0.0%          | 0.0%  |
| ARD Exempt          | 0.8%         | 0.0%       | 0.8%            | 0.0%   | 0.0%                | 0.0%     | 0.0%   | _                  | *                    | 0.0%  | 0.0%   | 0.0%          | 0.0%          | 0.0%  |
| LEP Exempt          | 1.0%         | 3.8%       | 0.0%            | 3.8%   | 0.0%                | 6.5%     | 0.0%   | _                  | *                    | 2.2%  | 5.3%   | 0.0%          | 6.0%          | 46.7% |
| Other               | 1.0%         | 0.0%       | 0.8%            | 0.0%   | 0.0%                | 0.0%     | 0.0%   | -                  | *                    | 0.0%  | 0.0%   | 0.0%          | 0.0%          | 0.0%  |
| Total Count         | 2,931,773    | 186        | 136             | 186    | 33                  | 107      | 42     | 0                  | 4                    | 92    | 94     | 14            | 117           | 15    |

District Name: HARMONY SCIENCE ACADEMY (A

Campus Name: HARMONY SCIENCE ACADEMY -

Campus #: 227816001

Section I - Page 5 Total Students OUNDATION Grade Span: 06 - 11

School Type: Both Elem/Sec

2005-06 Campus Performance

District Name: HARMONY SCIENCE ACADEMY (A Campus Name: HARMONY SCIENCE ACADEMY -Campus #: 227816001

| Indicator:                           |              | State              | District            | Campus<br>Group | Campus              | African<br>American | Hispanic       | White          | Native<br>American | Asian/<br>Pacific Is | Male           | Female         | Special<br>Ed  | Econ<br>Disad  | LEP        |
|--------------------------------------|--------------|--------------------|---------------------|-----------------|---------------------|---------------------|----------------|----------------|--------------------|----------------------|----------------|----------------|----------------|----------------|------------|
| Progress of Pr                       | ior Yea      | r TAKS F           | ailers (Sum         | of Grad         | des 4-11)           |                     |                |                |                    |                      |                |                |                |                |            |
| Percent of Fa                        | ilers P      | assing T           | AKS                 |                 |                     |                     |                |                |                    |                      |                |                |                |                |            |
| Reading/ELA                          | 2006<br>2005 | 51%<br><b>45</b> % | 73%<br>6 <b>4</b> % | 60%<br>53%      | 73%<br>6 <b>4</b> % | *                   | 40%<br>> 99%   | *              | *                  | *<br>*               | 71%<br>33%     | 75%<br>> 99%   | *              | 67%<br>> 99%   | *          |
| Mathematics                          | 2006<br>2005 | 32%<br>25%         | 43%<br>71%          | 33%<br>25%      | 43%<br>71%          | *                   | 40%<br>88%     | *              | *                  | *<br>*               | 80%<br>86%     | 22%<br>57%     | *              | 33%<br>78%     | *          |
| Average TGI G                        | rowth        |                    |                     |                 |                     |                     |                |                |                    |                      |                |                |                |                |            |
| Reading/ELA                          | 2006<br>2005 | 0.56<br>0.53       | 0.81<br>0.62        | 0.65<br>0.56    | 0.81<br>0.62        | *                   | 0.72<br>0.87   | *              | *                  | *<br>*               | 0.74<br>0.55   | 0.85<br>0.71   | *              | 0.65<br>0.82   | *          |
| Mathematics                          | 2006<br>2005 | 0.34<br>0.38       | 0.31<br>1.37        | 0.36<br>0.39    | 0.31<br>1.37        | *                   | 0.26<br>1.58   | *              | *                  | *                    | 0.36<br>1.64   | 0.28<br>1.09   | *              | 0.17<br>1.43   | *          |
| English Langua<br>2005-06            | ige Lear     | ners Pro<br>66%    | gress Measu<br>85%  | re<br>67%       | 85%                 | *                   | 84%            | *              | *                  | *                    | 82%            | 87%            | *              | 85%            | 78%        |
| Attendance Rat<br>2004-05<br>2003-04 | :e           | 95.7%<br>95.7%     | 96.9%<br>95.2%      | 96.4%<br>96.1%  | 96.9%<br>95.2%      | 96.3%<br>96.2%      | 97.3%<br>95.5% | 96.5%<br>94.0% | <u>-</u>           | *                    | 97.2%<br>95.9% | 96.7%<br>94.7% | 95.8%<br>93.8% | 97.1%<br>94.6% | 98.0%<br>- |
| Annual Dropout                       | •            | •                  | cator)              |                 |                     |                     |                |                |                    |                      |                |                |                |                |            |
| 2004-05                              |              | 0.2%               | 0.0%                | 0.0%            | 0.0%                | 0.0%                | 0.0%           | 0.0%           | _                  | *                    | 0.0%           | 0.0%           | 0.0%           | 0.0%           | 0.0%       |
| 2003-04                              |              | 0.2%               | 0.0%                | 0.0%            | 0.0%                | 0.0%                | 0.0%           | 0.0%           | -                  | *                    | 0.0%           | 0.0%           | 0.0%           | 0.0%           | -          |
| Annual Dropout<br>(AEA Indicator     | •            | •                  |                     |                 |                     |                     |                |                |                    |                      |                |                |                |                |            |
| 2004-05<br>2003-04                   |              | 0.9%<br>0.9%       | 0.0%<br>0.0%        | 0.0%<br>0.0%    | 0.0%<br>0.0%        | 0.0%<br>0.0%        | 0.0%<br>0.0%   | 0.0%<br>0.0%   | _                  | *                    | 0.0%<br>0.0%   | 0.0%<br>0.0%   | 0.0%<br>0.0%   | 0.0%<br>0.0%   | 0.0%<br>−  |
| COLLEGE READIN                       | ESS IND      | ICATORS            |                     |                 |                     |                     |                |                |                    |                      |                |                |                |                |            |
| Advanced Cours                       | e /Dual      | Enrollme           | nt Completi         | on              |                     |                     |                |                |                    |                      |                |                |                |                |            |
| 2004-05                              | Juan .       | 20.5%              | 0.0%                | 16.7%           | 0.0%                | 0.0%                | 0.0%           | 0.0%           | _                  | _                    | 0.0%           | 0.0%           | *              | 0.0%           | _          |
| 2003-04                              |              | 19.9%              | 0.0%                | 14.1%           | 0.0%                | 0.0%                | *              | 0.0%           | -                  | -                    | 0.0%           | 0.0%           | -              | 0.0%           | -          |
| Texas Success                        | Initiat      | ive (TSI           | ) - Higher          | Education       | on Readin           | ess Compo           | nent           |                |                    |                      |                |                |                |                |            |
| Eng Lang Arts                        | 2006<br>2005 | 40%<br>39%         | 8%<br>*             | 33%<br>30%      | 8%<br>*             | *                   | *              | 17%<br>*       | *                  | *<br>*               | < 1%<br>*      | 20%<br>*       | *              | *              | *          |
| Mathematics                          | 2006<br>2005 | 51%<br>48%         | 17%<br>*            | 50%<br>50%      | 17%<br>*            | *                   | *              | 33%<br>*       | *                  | *                    | 14%<br>*       | 20%<br>*       | *              | *              | *<br>*     |

<sup>&#</sup>x27;?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

Section I - Page 6 Total Students OUNDATION

Grade Span: 06 - 11

School Type: Both Elem/Sec

<sup>&#</sup>x27;\*' indicates results are masked due to small numbers to protect student confidentiality.

<sup>&#</sup>x27;-' indicates QueroNANSErVANVAGEMENTO AND ERREIS group.

<sup>&#</sup>x27;n/a' indicates data reporting is not applicable for this group.

2005-06 Campus Profile

Section II - Page 1 Total Students OUNDATION Grade Span: 06 - 11 School Type: Both Elem/Sec

| STUDENT INFORMATION                          | . ~    |                 |             | Co              |        |         |              |           |
|--|--------|-----------------|-------------|-----------------|--------|---------|--------------|-----------|
|  | Count  | ampus<br>Percer | •           | Campus<br>Group |        | istrict | S            | tate      |
|  | counc  | 101001          |             | Oloup           |        | 1501100 |              |           |
| Total Students:                              | 253    | 100.0%          | 5           | 10,379          |        | 253     | 4,505        | , 572     |
| Students By Grade: Early Childhood Education | 0      | 0.0%            | ह           | 0.1%            |        | 0.0%    |              | 0.3%      |
| Pre-Kindergarten                             | 0      | 0.0%            | हे          | 2.6%            |        | 0.0%    | •            | 4.0%      |
| Kindergarten                                 | 0      | 0.0%            | हे          | 4.7%            |        | 0.0%    | •            | 7.8%      |
| Grade 1                                      | 0      | 0.0%            |             | 4.9%            |        | 0.0%    | ;            | 8.0%      |
| Grade 2                                      | 0      | 0.0%            | र्ष         | 4.6%            |        | 0.0%    | •            | 7.6%      |
| Grade 3                                      | 0      | 0.0%            | हे          | 4.9%            |        | 0.0%    | •            | 7.6%      |
| Grade 4                                      | 0      | 0.0%            | र्ष         | 4.6%            |        | 0.0%    | •            | 7.3%      |
| Grade 5                                      | 0      | 0.0%            | र्ष         | 4.6%            |        | 0.0%    | •            | 7.5%      |
| Grade 6                                      | 83     | 32.88           | b           | 7.2%            |        | 32.8%   | •            | 7.2%      |
| Grade 7                                      | 75     | 29.6%           | b           | 10.0%           |        | 29.6%   | •            | 7.5%      |
| Grade 8                                      | 49     | 19.48           | 5           | 10.1%           |        | 19.4%   | •            | 7.4%      |
| Grade 9                                      | 24     | 9.5%            | ह           | 12.6%           |        | 9.5%    |              | 8.7%      |
| Grade 10                                     | 10     | 4.0%            | 5           | 11.1%           |        | 4.0%    | •            | 7.2%      |
| Grade 11                                     | 12     | 4.7%            | ह           | 9.2%            |        | 4.7%    |              | 6.2%      |
| Grade 12                                     | 0      | 0.0%            | 6           | 8.6%            |        | 0.0%    | !            | 5.7%      |
| Ethnic Distribution: African American        | 32     | 12.6%           | 8           | 3.7%            |        | 12.6%   | 1            | 4.7%      |
| Hispanic                                     | 172    | 68.0%           | 5           | 50.6%           |        | 68.0%   | 4.           | 5.3%      |
| White  | 41     | 16.28           | ह           | 44.7%           |        | 16.2%   | 3            | 6.5%      |
| Native American                              | 0      | 0.0%            | ह           | 0.4%            |        | 0.0%    |              | 0.3%      |
| Asian/Pac. Islander                          | 8      | 3.2%            | 6           | 0.7%            |        | 3.2%    | ;            | 3.1%      |
| Economically Disadvantaged                   | 151    | 59.7%           | 8           | 58.8%           |        | 59.7%   | 5:           | 5.6%      |
| Limited English Proficient (LEP)             | 19     | 7.5%            | 8           | 7.0%            |        | 7.5%    | 1.           | 5.8%      |
| Students w/Disciplinary Placements (2003-04) | 0      | 0.0%            | 5           | 1.8%            |        | 0.0%    |              | 2.3%      |
| At-Risk                                      | 52     | 20.6%           | ह           | 47.5%           |        | 20.6%   | 4:           | 8.7%      |
| Mobility (2004-05)                           | 53     | 23.18           | 5           | 19.6%           |        | 23.1%   | 2:           | 1.1%      |
| Number of Students per Teacher               | 13.8   | n/a             | a           | 10.9            |        | 13.8    | 1            | 4.9       |
|  | Non    | -Special Edu    | cation Rate | es              |        |         | ucation Rate | s         |
| Retention Rates by Grade:                    | _      | Campus          |             | <b></b>         | _      | Campus  |              | <b></b> . |
|  | Campus | Group           | District    | State           | Campus | Group   | District     | State     |
| Kindergarten                                 | _      | 3.8%            | _           | 2.9%            | -      | 17.4%   | _            | 11.8%     |
| Grade 1                                      | -      | 4.6%            | -           | 5.9%            | -      | 4.3%    | -            | 10.2%     |
| Grade 2                                      | -      | 2.7%            | _           | 3.5%            | _      | 3.0%    | -            | 4.3%      |
| Grade 3                                      | -      | 4.8%            | _           | 3.3%            | _      | 1.5%    | -            | 2.6%      |
| Grade 4                                      | -      | 4.3%            | _           | 1.8%            | _      | 3.2%    | -            | 1.4%      |
| Grade 5                                      | -      | 4.6%            | -           | 3.8%            | -      | 1.4%    | -            | 2.2%      |
| Grade 6                                      | 1.7%   | 1.5%            | 1.7%        | 1.5%            | 0.0%   | 1.6%    | 0.0%         | 1.6%      |
| Grade 7                                      | 5.4%   | 2.2%            | 5.4%        | 2.3%            | 0.0%   | 0.6%    | 0.0%         | 2.5%      |
|  |        | 4               |             | 4               |        |         |              |           |

1.5%

3.2%

1.7%

0.6%

3.2%

Grade 8

District Name: HARMONY SCIENCE ACADEMY (A

Campus Name: HARMONY SCIENCE ACADEMY -

Campus #: 227816001

3.0%

Section II - Page 2
Total Students OUNDATION
Grade Span: 06 - 11

School Type: Both Elem/Sec

CLASS SIZE INFORMATION

Campus #: 227816001

(Derived from teacher responsibility records.)

District Name: HARMONY SCIENCE ACADEMY (A

Campus Name: HARMONY SCIENCE ACADEMY -

| ,                   |                       |        | Campus |          |       |
|---------------------|-----------------------|--------|--------|----------|-------|
| Class Size Averages | by Grade and Subject: | Campus | Group  | District | State |
| Elementary:         | Kindergarten          | _      | 14.1   | _        | 19.3  |
| _                   | Grade 1               | -      | 13.9   | _        | 18.9  |
|                     | Grade 2               | _      | 14.5   | _        | 18.9  |
|                     | Grade 3               | -      | 15.1   | _        | 18.9  |
|                     | Grade 4               | -      | 14.2   | _        | 19.3  |
|                     | Grade 5               | -      | 15.3   | _        | 21.9  |
|                     | Grade 6               | 20.9   | 14.1   | 20.9     | 21.4  |
|                     | Mixed Grades          | -      | 11.8   | -        | 25.7  |
| Secondary:          | English/Language Arts | 16.9   | 13.8   | 16.9     | 20.3  |
| -                   | Foreign Languages     | 14.6   | 15.6   | 14.6     | 21.3  |
|                     | Mathematics           | 14.9   | 12.7   | 14.9     | 20.3  |
|                     | Science               | 17.2   | 15.6   | 17.2     | 21.5  |
|                     | Social Studies        | 16.6   | 16.0   | 16.6     | 22.5  |
|                     |                       |        |        |          |       |

Section II - Page 3
Total Stridents OUNDATION
Grade Span: 06 - 11
School Type: Both Elem/Sec

Campus Name: HARMONY SCIENCE ACADEMY - Campus #: 227816001

District Name: HARMONY SCIENCE ACADEMY (A

| INFORMATION                           | Car            | mpus            | Campus   |               |                 |
|---------------------------------------|----------------|-----------------|----------|---------------|-----------------|
|                                       | Count          | Percent         | Group    | District      | State           |
| Total Staff:                          | 21.7           | 100.0%          | 100.0%   | 100.0%        | 100.0%          |
| Professional Staff:                   | 21.7           | 100.0%          | 84.3%    | 85.2%         | 62.5%           |
| Teachers                              | 18.3           | 84.3%           | 74.7%    | 68.7%         | 50.7%           |
| Professional Support                  | 0.0            | 0.0%            | 5.4%     | 0.0%          | 8.0%            |
| Campus Admin. (School Leader.)        | 3.4            | 15.7%           | 4.2%     | 12.8%         | 2.8%            |
| Educational Aides:                    | 0.0            | 0.0%            | 15.7%    | 0.0%          | 10.2%           |
|                                       |                |                 |          |               |                 |
| Total Minority Staff:                 | 5.0            | 23.0%           | 14.8%    | 30.0%         | 41.5%           |
| Teachers By Ethnicity and Sex:        |                |                 |          |               |                 |
| African American                      | 1.0            | 5.5%            | 1.8%     | 5.5%          | 9.1%            |
| Hispanic                              | 2.0            | 10.9%           | 7.6%     | 10.9%         | 20.1%           |
| White                                 | 13.3           | 72.7%           | 90.1%    | 72.7%         | 69.4%           |
| Native American                       | 1.0            | 5.5%            | 0.0%     | 5.5%          | 0.3%            |
| Asian/Pacific Islander                | 1.0            | 5.5%            | 0.5%     | 5.5%          | 1.1%            |
| Males                                 | 6.7            | 36.4%           | 31.0%    | 36.4%         | 22.9%           |
| Females                               | 11.6           | 63.6%           | 69.0%    | 63.6%         | 77.1%           |
| Teachers by Years of Experience:      |                |                 |          |               |                 |
| Beginning Teachers                    | 10.8           | 59.0%           | 9.9%     | 59.0%         | 7.5%            |
| 1-5 Years Experience                  | 7.5            | 41.0%           | 25.0%    | 41.0%         | 29.0%           |
| 6-10 Years Experience                 | 0.0            | 0.0%            | 17.6%    | 0.0%          | 19.4%           |
| 11-20 Years Experience                | 0.0            | 0.0%            | 27.7%    | 0.0%          | 24.2%           |
| Over 20 Years Experience              | 0.0            | 0.0%            | 19.8%    | 0.0%          | 19.9%           |
|                                       |                |                 | Campus   |               |                 |
|                                       |                | Campus          | Group    | District      | State           |
| Average Years Experience of Teachers: |                | 1.0 yrs.        | 11.7     | yrs. 1.0 yrs. | 11.5 yrs.       |
| Average Years Experience of Teachers  | with District: | 0.7 yrs.        | 7.0      | yrs. 0.7 yrs. | 7.6 yrs.        |
| Average Teacher Salary by Years of Ex | perience:      |                 |          |               |                 |
| (regular duties only)                 |                |                 |          |               |                 |
| Beginning Teachers                    |                | <b>\$28,677</b> | \$30,460 | \$28,677      | \$34,505        |
| 1-5 Years Experience                  |                | \$34,092        | \$31,035 | \$34,092      | \$36,567        |
| 6-10 Years Experience                 |                | _               | \$35,403 | _             | \$39,008        |
| 11-20 Years Experience                |                | _               | \$41,333 | _             | <b>\$43,978</b> |
| Over 20 Years Experience              |                | -               | \$46,537 | -             | \$51,998        |
| Average Actual Salaries (regular duti | es only):      |                 |          |               |                 |
| Teachers                              | <u>-</u> ·     | \$30,897        | \$37,668 | \$30,897      | \$41,744        |
| Professional Support                  |                | · <b>–</b>      | \$42,508 | · _           | \$50,029        |
| Campus Administration (School L       | eadership)     | \$46,286        | \$54,313 | \$46,286      | \$62,704        |
| Contracted Instructional Staff (not i |                | 0.0             | 2.8      | 0.0           | 4,958.9         |

Section II - Page 4
Total Students OUND 2570N
Grade Span: 06 - 11

School Type: Both Elem/Sec

| ACTUAL OPERATING EXPENDITURE INFORMATION |                 |         | с              | ampus        |            |                | Cam          |         |                |
|--|-----------------|---------|----------------|--------------|------------|----------------|--------------|---------|----------------|
|  | General<br>Fund | Percent | Per<br>Student | All<br>Funds | Percent    | Per<br>Student | All<br>Funds | Percent | Per<br>Student |
| By Function:                             |                 |         |                |              |            |                |              |         |                |
| Total Operating Expenditures             | \$967,850       | 100.0%  | \$4,653        | \$1,197,506  | 100.0%     | \$5,757        | \$75,770,901 |         | \$7,270        |
| Instruction (11,95)                      | \$609,090       | 62 . 9% | \$2,928        | \$677,242    | 56.6%      | \$3,256        | \$53,204,501 |         | \$5,105        |
| Instructional-Related Services (12,13)   | \$28,655        | 3.0%    | \$138          | \$34,735     | 2.9%       | \$167          | \$1,964,118  |         | \$188          |
| Instructional Leadership (21)            | \$0             | 0.0%    | \$0            | \$0          | 0.0%       | \$0            | \$312,450    |         | \$30           |
| School Leadership (23)                   | \$62,999        | 6.5%    | \$303          | \$63,353     | 5.3%       | \$305          | \$4,864,988  |         | \$467          |
| Support Services-Student (31,32,33)      | \$3,626         | 0.4%    | \$17           | \$3,626      | 0.3%       | \$17           | \$2,425,900  | 3.2%    | \$233          |
| Other Campus Costs (35,36,51,52,53)      | \$263,480       | 27.2%   | \$1,267        | \$418,550    | 35.0%      | \$2,012        | \$12,998,944 | 17.2%   | \$1,247        |
| By Program:                              |                 |         |                |              |            |                |              |         |                |
| Total Operating Expenditures             | \$549,095       | 100.0%  | \$2,640        | \$612,622    | 100.0%     | \$2,945        | \$61,284,281 | 100.0%  | \$5,880        |
| Bilingual/ESL Education (25)             | \$34,026        | 6.2%    | \$164          | \$34,026     | 5.6%       | \$164          | \$539,279    |         | \$52           |
| Career & Technology Education (22)       | \$29,825        | 5.4%    | \$143          | \$31,008     | 5.1%       | \$149          | \$4,922,430  | 8.0%    | \$472          |
| Accelerated Education (24,30)            | \$49,582        | 9.0%    | \$238          | \$75,498     | 12.3%      | \$363          | \$10,961,636 |         | \$1,052        |
| Gifted & Talented Education (21)         | \$3,500         | 0.6%    | \$17           | \$3,500      | 0.6%       | \$17           | \$168,672    |         | \$16           |
| Regular Education (11)                   | \$406,747       |         | \$1,956        | \$419,992    | 68.6%      | \$2,019        | \$37,769,081 |         | \$3,624        |
| Special Education (23)                   | \$25,415        | 4.6%    | \$122          | \$48,598     | 7.9%       | \$234          | \$6,783,592  |         | \$651          |
| Other (26,28,29)                         | \$0             | 0.0%    | \$0            | \$0          | 0.0%       | \$0            | \$139,591    |         | \$13           |
| PROGRAM INFORMATION                      |                 | -Campus | 1              | Camp         | ous        |                |              |         |                |
|  | Count           | Per     | cent           | Grou         | ıp D       | istrict        | Stat         | te      |                |
| Student Enrollment by Program:           |                 |         |                |              | _          |                |              |         |                |
| Bilingual/ESL Education                  | 19              | 7       | .5%            | 6.5          | i%         | 7.5%           | 14.0         | 6%      |                |
| Career & Technology Education            | 46              | 18      | .2%            | 34.0         | <b>)</b> % | 18.2%          | 20.3         | 3%      |                |
| Gifted & Talented Education              | 55              | 21      | .7%            | 7.1          | .8         | 21.7%          | 7.0          | 6%      |                |
| Special Education                        | 15              | 5       | . 9%           | 12.7         | 18         | 5.9%           | 11.:         | 1%      |                |
| Teachers by Program (population served): |                 |         |                |              |            |                |              |         |                |
| Bilingual/ESL Education                  | 0.8             | 4       | .2%            | 1.5          | iે ક       | 4.2%           | 8.8          | 8%      |                |
| Career & Technology Education            | 0.4             |         | .3%            | 8.7          | 18         | 2.3%           | 4.0          |         |                |
| Compensatory Education                   | 0.0             | 0       | .0%            | 2.2          |            | 0.0%           | 3.2          |         |                |
| Gifted & Talented Education              | 0.0             | 0       | .0%            | 1.0          |            | 0.0%           | 2.2          |         |                |
| Regular Education                        | 16.1            |         | .0%            | 76.6         |            | 88.0%          | 68.          |         |                |
| Special Education                        | 1.0             |         | .5%            | 7.3          | <b>3</b> % | 5.5%           | 10.4         |         |                |
| Other                                    | 0.0             |         | .0%            | 2.6          |            | 0.0%           | 2.           |         |                |

District Name: HARMONY SCIENCE ACADEMY (A

Campus Name: HARMONY SCIENCE ACADEMY -

<sup>&#</sup>x27;?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

<sup>&#</sup>x27;-' indicates zero observations reported for this group.

<sup>&#</sup>x27;n/a' indicates dana No Epon thange We Nito the prilate abselle for this group.

### 2005-06 Academic Excellence Indicator System

District Name: HARMONY ELEMENTARY

Campus Name: HARMONY ELEMENTARY

Campus #: 101857101

2006 Accountability Rating: Academically Acceptable

Gold Performance Acknowledgments:

Commended on Reading/ELA

Commended on Mathematics

This is a Charter School.

2005-06 Campus Performance

Section I - Page 1 Total Students OUNDATION Grade Span: KG - 05 School Type: Elementary

| Indicator:                      |              | State              | District   | Campus<br>Group   | Campus     | African<br>American | Hispanic   | White      | Native<br>American | Asian/<br>Pacific Is | Male       | Female     | Special<br>Ed | Econ<br>Disad | LEP |
|---------------------------------|--------------|--------------------|------------|-------------------|------------|---------------------|------------|------------|--------------------|----------------------|------------|------------|---------------|---------------|-----|
| TAKS Met 2006<br>Grade 3 (Engl: |              |                    | nistration | Only)             |            |                     |            |            |                    |                      |            |            |               |               |     |
| Reading                         | 2006<br>2005 | 90%<br>89%         | > 99%<br>* | 91%<br>-          | > 99%<br>* | > 99%<br>*          | > 99%<br>* | > 99%<br>* | *                  | > 99%<br>*           | > 99%<br>* | > 99%<br>* | *             | > 99%<br>*    | *   |
| Mathematics                     | 2006<br>2005 | 83%<br>82%         | 95%<br>*   | 83%<br>-          | 95%<br>*   | 89%<br>*            | 94%<br>*   | > 99%<br>* | *                  | > 99%<br>*           | 93%<br>*   | 96%<br>*   | *             | 90%<br>*      | *   |
| All Tests                       | 2006<br>2005 | 77%<br>76%         | 95%<br>*   | 79%<br>-          | 95%<br>*   | 89%<br>*            | 94%<br>*   | > 99%<br>* | *                  | > 99%<br>*           | 93%<br>*   | 96%<br>*   | *             | 90%<br>*      | *   |
| TAKS Met 2006<br>Grade 4 (Engl: |              | d                  |            |                   |            |                     |            |            |                    |                      |            |            |               |               |     |
| Reading                         | 2006<br>2005 | 83%<br>80%         | 92%<br>*   | 86%<br>-          | 92%<br>*   | 67%<br>*            | > 99%<br>* | > 99%<br>* | *                  | > 99%<br>*           | 93%<br>*   | 90%<br>*   | *             | 92%<br>*      | *   |
| Mathematics                     | 2006<br>2005 | 84%<br>82%         | 92%<br>*   | 89%<br>-          | 92%<br>*   | 83%<br>*            | > 99%<br>* | 80%<br>*   | *                  | > 99%<br>*           | 93%<br>*   | 90%<br>*   | *             | 92%<br>*      | *   |
| Writing                         | 2006<br>2005 | 92%<br>91%         | 67%<br>*   | 95%<br>-          | 67%<br>*   | 67%<br>*            | 75%<br>*   | 60%<br>*   | *                  | 60%<br>*             | 57%<br>*   | 80%<br>*   | *             | 77%<br>*      | *   |
| All Tests                       | 2006<br>2005 | 74%<br>70%         | 63%<br>*   | 78%<br>-          | 63%<br>*   | 67%<br>*            | 75%<br>*   | 40%<br>*   | *                  | 60%<br>*             | 50%<br>*   | 80%<br>*   | *             | 77%<br>*      | *   |
| TAKS Met 2006<br>Grade 5 (Engl: |              |                    | nistration | Only)             |            |                     |            |            |                    |                      |            |            |               |               |     |
| Reading                         | 2006<br>2005 | 81%<br>75%         | > 99%<br>* | 8 <b>4</b> %<br>- | > 99%<br>* | > 99%<br>*          | > 99%<br>* | > 99%<br>* | *                  | * *                  | > 99%<br>* | > 99%<br>* | *             | > 99%<br>*    | *   |
| Mathematics                     | 2006<br>2005 | 82%<br>80%         | 97%<br>*   | 85%<br>-          | 97%<br>*   | > 99%<br>*          | 95%<br>*   | > 99%<br>* | *                  | * *                  | > 99%<br>* | 93%<br>*   | *             | 96%<br>*      | *   |
| Science                         | 2006<br>2005 | 76%<br>64%         | 97%<br>*   | 80%<br>-          | 97%<br>*   | > 99%<br>*          | 95%<br>*   | > 99%<br>* | *                  | *                    | 96%<br>*   | > 99%<br>* | *             | > 99%<br>*    | *   |
| All Tests                       | 2006<br>2005 | <b>64</b> %<br>55% | 95%<br>*   | 69%<br>-          | 95%<br>*   | > 99%<br>*          | 89%<br>*   | > 99%<br>* | *                  | *                    | 96%<br>*   | 93%<br>*   | *<br>*        | 96%<br>*      | *   |

District Name: HARMONY ELEMENTARY

Campus Name: HARMONY ELEMENTARY

Section I - Page 2
Total Students: OUNDATION
Grade Span: KG - 05
School Type: Elementary

Campus #: 101857101

District Name: HARMONY ELEMENTARY

Campus Name: HARMONY ELEMENTARY

| Indicator:   |              | State              | District    | Campus<br>Group | Campus          | African<br>American | Hispanic          | White      | Native<br>American | Asian/<br>Pacific Is | Male      | Female     | Special<br>Ed | Econ<br>Disad | LEP |
|--|--------------|--------------------|-------------|-----------------|-----------------|---------------------|-------------------|------------|--------------------|----------------------|-----------|------------|---------------|---------------|-----|
| TAKS Met 2006<br>(Standard Acco                    |              |                    |             | s Tested        | 1)              |                     |                   |            |                    |                      |           |            |               |               |     |
| Reading/ELA  | 2006<br>2005 | 87%<br>83%         | 98%<br>*    | 91%<br>-        | 98%<br>*        | 92%<br>*            | > 99%<br>*        | > 99%<br>* | *                  | > 99%<br>*           | 98%<br>*  | 98%<br>*   | *             | 98%<br>*      | *   |
| Mathematics  | 2006<br>2005 | 75%<br>71%         | 95%<br>*    | 89%<br>-        | 95%<br>*        | 92%<br>*            | 95%<br>*          | 95%<br>*   | *                  | > 99%<br>*           | 96%<br>*  | 94%<br>*   | *             | 93%<br>*      | *   |
| Writing  | 2006<br>2005 | 91%<br>90%         | 67%<br>*    | 95%<br>-        | 67%<br>*        | 67%<br>*            | 75%<br>*          | 60%<br>*   | *                  | 60%<br>*             | 57%<br>*  | 80%<br>*   | *             | 77%<br>*      | *   |
| Science  | 2006<br>2005 | 70%<br>63%         | 97%<br>*    | 80%<br>-        | 97%<br>*        | > 99%<br>*          | 95%<br>*          | > 99%<br>* | *                  | *<br>*               | 96%<br>*  | > 99%<br>* | *             | > 99%<br>*    | *   |
| All Tests  | 2006<br>2005 | 67%<br>62%         | 87%<br>*    | 80%<br>-        | 87%<br>*        | 88%<br>*            | 89%<br>*          | 85%<br>*   | *                  | 85%<br>*             | 83%<br>*  | 92%<br>*   | *             | 89%<br>*      | *   |
| TAKS Commended                                     | l Perform    | mance (Su          | um of All G | rades Te        | ested)          |                     |                   |            |                    |                      |           |            |               |               |     |
| Reading/ELA  | 2006<br>2005 | 27%<br>25%         | 33%<br>*    | 30%<br>-        | 33%<br>*        | 25%<br>*            | 3 <b>4</b> %<br>* | 40%<br>*   | *                  | 31%<br>*             | 27%<br>*  | 39%<br>*   | *             | 26%<br>*      | *   |
| Mathematics  | 2006<br>2005 | 23%<br>20%         | 46%<br>*    | 33%<br>-        | 46%<br>*        | 33%<br>*            | 48%<br>*          | 58%<br>*   | *                  | 46%<br>*             | 45%<br>*  | 47%<br>*   | *             | 43%<br>*      | *   |
| Writing  | 2006<br>2005 | 30%<br>26%         | 4%<br>*     | 19%<br>-        | <b>4</b> %<br>★ | < 1%<br>*           | < 1%<br>*         | 20%<br>*   | *                  | < 1%<br>*            | < 1%<br>* | 10%<br>*   | *             | < 1%<br>*     | *   |
| Science  | 2006<br>2005 | 16%<br>14%         | 11%<br>*    | 24%<br>-        | 11%<br>*        | < 1%<br>*           | 21%<br>*          | < 1%<br>*  | *                  | *<br>*               | 9%<br>*   | 13%<br>*   | *             | 17%<br>*      | *   |
| All Tests  | 2006<br>2005 | 11%<br>10%         | 13%<br>*    | 13%<br>-        | 13%<br>*        | <b>4</b> %<br>*     | 11%<br>*          | 25%<br>*   | *                  | 15%<br>*             | 6%<br>*   | 20%<br>*   | *             | 9%<br>*       | *   |
| SDAA II Examin<br>Met ARD Expect<br>(Standard Acco | ations       | •                  |             | •               |                 |                     |                   |            |                    |                      |           |            |               |               |     |
| 2006<br>2005                                       |              | <b>84</b> %<br>79% | 90%<br>*    | 93%<br>-        | 90%<br>*        | *                   | 86%<br>*          | *          | *                  | *<br>*               | *<br>*    | 86%<br>*   | 90%<br>*      | 88%<br>*      | *   |

2005-06 Campus Performance

| Section I - Page 3      |
|-------------------------|
| Total Students OUNDAPON |
| Grade Span: KG - 05     |
| School Type: Elementary |

| Indicator:                       |              | State               | District   | Campus<br>Group   | Campus     | African<br>American | Hispanic | White | Native<br>American | Asian/<br>Pacific Is | Male  | Female | Special<br>Ed | Econ<br>Disad | LEP   |
|----------------------------------|--------------|---------------------|------------|-------------------|------------|---------------------|----------|-------|--------------------|----------------------|-------|--------|---------------|---------------|-------|
| SDAA II Examin<br>Met ARD Expect |              | n of All            | Grades Tes | sted)             |            |                     |          |       |                    |                      |       |        |               |               |       |
| Reading/ELA                      | 2006<br>2005 | 87%<br>82%          | *          | 9 <b>4</b> %<br>– | *          | *                   | *        | *     | *                  | *                    | *     | *      | *             | *             | *     |
| Mathematics                      | 2006<br>2005 | 86%<br>80%          | > 99%<br>* | > 99%             | > 99%<br>* | *                   | *        | *     | *                  | *                    | *     | *      | > 99%<br>*    | *             | *     |
|                                  |              |                     |            | -                 |            |                     |          |       |                    |                      |       |        |               |               |       |
| Writing                          | 2006<br>2005 | 68%<br>65%          | *          | 82%<br>-          | *          | *                   | *        | *     | *                  | *                    | *     | *      | *             | *             | *     |
| All Tests                        | 2006<br>2005 | 7 <b>4</b> %<br>68% | 83%<br>*   | 86%<br>-          | 83%<br>*   | *                   | *        | *     | *                  | *                    | *     | *      | 83%<br>*      | 80%<br>*      | *     |
| 2006 TAKS/SDA                    | A II/TAKS    | S-I Part            | icipation  | (Grades           | 3-11)      |                     |          |       |                    |                      |       |        |               |               |       |
| Tested                           |              | 97.1%               | 93.9%      | 98.6%             | 93.9%      | 100.0%              | 100.0%   | 75.9% | -                  | 100.0%               | 91.7% | 96.3%  | 100.0%        | 92.6%         | 36.4% |
| By Assessment                    |              |                     |            |                   |            |                     |          |       |                    |                      |       |        |               |               |       |
| TAKS (1 or m                     | nore)        | 90.7%               | 90.4%      | 90.7%             | 90.4%      | 100.0%              | 93.8%    | 72.4% | _                  | 100.0%               | 90.0% | 90.7%  | 20.0%         | 86.8%         | 18.2% |
| Not on TAKS                      |              | 6.4%                | 3.5%       | 8.3%              | 3.5%       | 0.0%                | 6.3%     | 3.4%  | -                  | 0.0%                 | 1.7%  | 5.6%   | 80.0%         | 5.9%          | 18.2% |
| TAKS-I Only                      | •            | 0.1%                | 0.0%       | 0.0%              | 0.0%       | 0.0%                | 0.0%     | 0.0%  | -                  | 0.0%                 | 0.0%  | 0.0%   | 0.0%          | 0.0%          | 0.0%  |
| SDAA II Onl                      |              | 5.4%                | 3.5%       | 6.8%              | 3.5%       | 0.0%                | 6.3%     | 3.4%  | _                  | 0.0%                 | 1.7%  | 5.6%   | 80.0%         | 5.9%          | 18.2% |
| TAKS-I/SDA                       | A II Only    | 7 0.8%              | 0.0%       | 0.4%              | 0.0%       | 0.0%                | 0.0%     | 0.0%  | -                  | 0.0%                 | 0.0%  | 0.0%   | 0.0%          | 0.0%          | 0.0%  |
| By Acct Statu                    | ıs           |                     |            |                   |            |                     |          |       |                    |                      |       |        |               |               |       |
| Acct System                      |              | 90.5%               | 92.1%      | 91.1%             | 92.1%      | 100.0%              | 97.9%    | 72.4% | _                  | 100.0%               | 88.3% | 96.3%  | 100.0%        | 89.7%         | 36.4% |
| Non-Acct Sys                     | stem         | 6.5%                | 1.8%       | 7.6%              | 1.8%       | 0.0%                | 2.1%     | 3.4%  | _                  | 0.0%                 | 3.3%  | 0.0%   | 0.0%          | 2.9%          | 0.0%  |
| Mobile                           |              | 5.6%                | 1.8%       | 7.3%              | 1.8%       | 0.0%                | 2.1%     | 3.4%  | _                  | 0.0%                 | 3.3%  | 0.0%   | 0.0%          | 2.9%          | 0.0%  |
| Non-Acct Te                      | est          | 0.2%                | 0.0%       | 0.0%              | 0.0%       | 0.0%                | 0.0%     | 0.0%  | _                  | 0.0%                 | 0.0%  | 0.0%   | 0.0%          | 0.0%          | 0.0%  |
| Katrina/Rit                      | ta           | 0.8%                | 0.0%       | 0.0%              | 0.0%       | 0.0%                | 0.0%     | 0.0%  | -                  | 0.0%                 | 0.0%  | 0.0%   | 0.0%          | 0.0%          | 0.0%  |
| Not Tested                       |              | 2.9%                | 6.1%       | 1.4%              | 6.1%       | 0.0%                | 0.0%     | 24.1% | _                  | 0.0%                 | 8.3%  | 3.7%   | 0.0%          | 7.4%          | 63.6% |
| Absent                           |              | 0.2%                | 0.0%       | -                 | 0.0%       | 0.0%                | 0.0%     | 0.0%  | -                  | 0.0%                 | 0.0%  | 0.0%   | 0.0%          | 0.0%          | 0.0%  |
| ARD Exempt                       |              | 0.7%                | 0.0%       | 0.1%              | 0.0%       | 0.0%                | 0.0%     | 0.0%  | _                  | 0.0%                 | 0.0%  | 0.0%   | 0.0%          | 0.0%          | 0.0%  |
| LEP Exempt                       |              | 1.0%                | 6.1%       | 0.0%              | 6.1%       | 0.0%                | 0.0%     | 24.1% | _                  | 0.0%                 | 8.3%  | 3.7%   | 0.0%          | 7.4%          | 63.6% |
| Other                            |              | 1.0%                | 0.0%       | 0.4%              | 0.0%       | 0.0%                | 0.0%     | 0.0%  | _                  | 0.0%                 | 0.0%  | 0.0%   | 0.0%          | 0.0%          | 0.0%  |
| Katrina/Rita                     | 3            | 0.0%                | 0.0%       | 0.0%              | 0.0%       | 0.0%                | 0.0%     | 0.0%  | -                  | 0.0%                 | 0.0%  | 0.0%   | 0.0%          | 0.0%          | 0.0%  |
| Total Count                      | 3,0          | 01,657              | 114        | 216               | 114        | 24                  | 48       | 29    | 0                  | 13                   | 60    | 54     | 5             | 68            | 11    |

District Name: HARMONY ELEMENTARY

Campus Name: HARMONY ELEMENTARY

Section I - Page 4
Total Students: OUNDATION
Grade Span: KG - 05
School Type: Elementary

Campus #: 101857101

District Name: HARMONY ELEMENTARY

Campus Name: HARMONY ELEMENTARY

| Indicator:           |              | State          | District    | Campus<br>Group  | Campus             | African<br>American | Hispanic          | White      | Native<br>American | Asian/<br>Pacific Is | Male      | Female     | Special<br>Ed | Econ<br>Disad | LEP |
|----------------------|--------------|----------------|-------------|------------------|--------------------|---------------------|-------------------|------------|--------------------|----------------------|-----------|------------|---------------|---------------|-----|
| Progress of Pr       | ior Year     | r TAKS F       | ailers (Sum | of Grad          | des 4-11)          |                     |                   |            |                    |                      |           |            |               |               |     |
| Percent of Fa        | ilers Pa     | assing T       | AKS         |                  |                    |                     |                   |            |                    |                      |           |            |               |               |     |
| Reading/ELA          | 2006<br>2005 | 51%<br>45%     | *<br>*      | 50%<br>-         | *                  | *                   | *                 | *          | *                  | *<br>*               | *         | *          | *             | *             | *   |
| Mathematics          | 2006<br>2005 | 32%<br>25%     | *<br>*      | <b>44</b> %<br>- | *                  | *                   | *                 | *          | *                  | *                    | *         | *          | *             | *             | *   |
| Average TGI G        | rowth        |                |             |                  |                    |                     |                   |            |                    |                      |           |            |               |               |     |
| Reading/ELA          | 2006<br>2005 | 0.56<br>0.53   | *<br>*      | 0.67             | *                  | *                   | *                 | *          | *                  | *                    | *         | *          | *             | *             | *   |
| Mathematics          | 2006<br>2005 | 0.34<br>0.38   | *           | 0.54             | *                  | *                   | *<br>*            | *<br>*     | *                  | *                    | *         | *          | *             | *             | *   |
| Student Succes       | s Initia     | ative          |             |                  |                    |                     |                   |            |                    |                      |           |            |               |               |     |
| Grade 3 Readin       | g (Engl      | ish and        | Spanish)    |                  |                    |                     |                   |            |                    |                      |           |            |               |               |     |
| Students Req<br>2006 | uiring 1     | 12%            | < 1%        | tion<br>9%       | < 1%               | < 1%                | < 1%              | < 1%       | *                  | < 1%                 | < 1%      | < 1%       | *             | < 1%          | *   |
| 2005                 |              | 13%            | *           | -                | *                  | *                   | *                 | *          | *                  | *                    | *         | *          | *             | *             | *   |
| TAKS Cumulat<br>2006 | ive Met      | Standar<br>94% | d (First an | d Second         | d Adminis<br>> 99% | trations) > 99%     | > 99%             | > 99%      | *                  | > 99%                | > 99%     | > 99%      | *             | > 99%         | *   |
| 2005                 |              | 93%            | *           | -                | *                  | *                   | *                 | *          | *                  | *                    | *         | *          | *             | *             | *   |
| TAKS Met Sta         | ndard/SI     | DAA II M       | et ARD Expe | ctations         | s (Failed          | in Previ            | ous Year)         |            |                    |                      |           |            |               |               |     |
| Retained in          | Grade 3      | -              |             |                  |                    |                     |                   |            |                    |                      |           |            | at.           |               |     |
| 2006<br>2005         |              | 86%<br>76%     | *           | _                | *                  | *                   | *                 | *          | *                  | *                    | *         | *          | *             | *             | *   |
| Grade 5 Readin       | g (Engl      | ish and        | Spanish)    |                  |                    |                     |                   |            |                    |                      |           |            |               |               |     |
| Students Req         | uiring A     |                |             |                  |                    |                     |                   |            |                    |                      |           |            |               |               |     |
| 2006<br>2005         |              | 20%<br>25%     | 3%<br>*     | 17%<br>-         | 3%<br>*            | < 1%<br>*           | 5%<br>*           | < 1%<br>*  | *                  | *                    | < 1%<br>* | 7%<br>*    | *             | 4%<br>*       | *   |
| TAKS Cumulat<br>2006 | ive Met      | Standar<br>89% | d (First an | d Second         | d Adminis<br>> 99% | trations) > 99%     | > 99%             | > 99%      |                    |                      | ▶ 99%     | > 99%      | •             | > 99%         | •   |
| 2005                 |              | 86%            | > 996<br>*  | 926<br>-         | > 996<br>*         | > 996<br>*          | > 99 <sub>5</sub> | > 996<br>* | *                  | *                    | *         | > 996<br>* | *             | > 996<br>*    | *   |

Section I - Page 5
Total Students: OUNDATION
Grade Span: KG - 05
School Type: Elementary

Campus #: 101857101

District Name: HARMONY ELEMENTARY

Campus Name: HARMONY ELEMENTARY

| Indicator:                       | State             | District          | Campus<br>Group | Campus    | African<br>American | Hispanic | White | Native<br>American | Asian/<br>Pacific I | s Male | Female | Special<br>Ed | Econ<br>Disad | LEP |
|----------------------------------|-------------------|-------------------|-----------------|-----------|---------------------|----------|-------|--------------------|---------------------|--------|--------|---------------|---------------|-----|
| Grade 5 Mathematics              | (English a        | nd Spanish        | 1)              |           |                     |          |       |                    |                     |        |        |               |               |     |
| Students Requiring               | Accelerat         | ed Instruc        | tion            |           |                     |          |       |                    |                     |        |        |               |               |     |
| 2006                             | 19%               | 3%                | 15%             | 3%        | < 1%                | 5%       | < 1%  | *                  | *                   | < 1%   | 7%     | *             | <b>4</b> %    | *   |
| 2005                             | 21%               | *                 | -               | *         | *                   | *        | *     | *                  | *                   | *      | *      | *             | *             | *   |
| TAKS Cumulative Met              | t Standard        | (First ar         | d Second        | l Adminis | strations)          |          |       |                    |                     |        |        |               |               |     |
| 2006                             | 90%               | 97%               | 92%             | 97%       | > 99%               | 95%      | > 99% | *                  | *                   | > 99%  | 93%    | *             | 96%           | *   |
| 2005                             | 88%               | *                 | -               | *         | *                   | *        | *     | *                  | *                   | *      | *      | *             | *             | *   |
| English Language Lea:<br>2005-06 | rners Prog<br>66% | ress Measu<br>90% | re<br>82%       | 90%       | 90%                 | 78%      | 100%  | *                  | 100%                | 87%    | 93%    | *             | 85%           | 67% |

<sup>&#</sup>x27;?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

<sup>&#</sup>x27;\*' indicates results are masked due to small numbers to protect student confidentiality.

<sup>&#</sup>x27;-' indicates QueroNANSErVANVAGEMENTO AND ERREIS group.

<sup>&#</sup>x27;n/a' indicates data reporting is not applicable for this group.

2005-06 Campus Profile

Section II - Page 1 Total Students OUNDATION Grade Span: KG - 05 School Type: Elementary

| STUDENT INFORMATION                          | C      | ampus                 |               | Campus | 1      |                       |              |       |
|--|--------|-----------------------|---------------|--------|--------|-----------------------|--------------|-------|
|  | Count  | Perce                 | ent           | Group  |        | istrict               | S            | tate  |
| Total Students:                              | 198    | 100.0                 | )%            | 18,016 | i      | 198                   | 4,505        | , 572 |
| Students By Grade: Early Childhood Education | 0      | 0.0                   | )%            | 0.4%   | i      | 0.0%                  |              | 0.3%  |
| Pre-Kindergarten                             | 0      | 0.0                   | )ક            | 4.6%   |        | 0.0%                  |              | 4.0%  |
| Kindergarten                                 | 24     | 12.1                  | .%            | 13.4%  | ;      | 12.1%                 | •            | 7.8%  |
| Grade 1                                      | 35     | 17.7                  | 18            | 13.4%  |        | 17.7%                 | ;            | 8.0%  |
| Grade 2                                      | 22     | 11.1                  | .%            | 13.0%  | ;      | 11.1%                 | •            | 7.6%  |
| Grade 3                                      | 46     | 23.2                  | <b>!</b> %    | 15.0%  | ;      | 23.2%                 | •            | 7.6%  |
| Grade 4                                      | 26     | 13.1                  | .8            | 19.8%  | ;      | 13.1%                 | •            | 7.3%  |
| Grade 5                                      | 45     | 22.7                  | 18            | 14.6%  | 1      | 22.7%                 | •            | 7.5%  |
| Grade 6                                      | 0      | 0.0                   | )%            | 5.8%   |        | 0.0%                  | •            | 7.2%  |
| Grade 7                                      | Ō      | 0.0                   |               | 0.0%   |        | 0.0%                  |              | 7.5%  |
| Grade 8                                      | 0      | 0.0                   | )%            | 0.0%   |        | 0.0%                  | •            | 7.4%  |
| Grade 9                                      | Ö      | 0.0                   |               | 0.0%   |        | 0.0%                  |              | 8.7%  |
| Grade 10                                     | Ŏ      | 0.0                   |               | 0.0%   |        | 0.0%                  |              | 7.2%  |
| Grade 11                                     | Ö      | 0.0                   |               | 0.0%   |        | 0.0%                  |              | 6.2%  |
| Grade 12                                     | Ö      | 0.0                   |               | 0.0%   |        | 0.0%                  |              | 5.7%  |
| Ethnic Distribution: African American        | 38     | 19.2                  | 28            | 10.6%  | i      | 19.2%                 | 1            | 4.7%  |
| Hispanic                                     | 81     | 40.9                  | <b>)</b> %    | 46.4%  | 1      | 40.9%                 | 4.           | 5.3%  |
| White  | 51     | 25.8                  | <b>3</b> %    | 41.3%  | ;      | 25.8%                 | 3            | 6.5%  |
| Native American                              | 0      | 0.0                   | )용            | 0.4%   | 1      | 0.0%                  | (            | 0.3%  |
| Asian/Pac. Islander                          | 28     | 14.1                  | .%            | 1.3%   | i      | 14.1%                 | ;            | 3.1%  |
| Economically Disadvantaged                   | 124    | 62.6                  |               | 62.7%  |        | 62.6%                 |              | 5.6%  |
| Limited English Proficient (LEP)             | 37     | 18.7                  | 18            | 10.6%  | 1      | 18.7%                 | 1.           | 5.8%  |
| Students w/Disciplinary Placements (2003-04) | 0      | _                     |               | 0.5%   |        | _                     | :            | 2.3%  |
| At-Risk                                      | 41     | 20.7                  | 18            | 41.0%  | ;      | 20.7%                 | 4:           | 8.7%  |
| Mobility (2004-05)                           | -      | _                     |               | 17.5%  | ;      | _                     | 2:           | 1.1%  |
| Number of Students per Teacher               | 13.4   | n/                    | 'a            | 14.2   |        | 13.4                  | 1            | 4.9   |
| Retention Rates by Grade:                    | Non-   | -Special Ed<br>Campus | lucation Rate | es     |        | -Special Ed<br>Campus | ucation Rate | s     |
| •  | Campus | Group                 | District      | State  | Campus | Group                 | District     | State |
| Kindergarten                                 | _      | 4.8%                  | _             | 2.9%   | _      | 14.0%                 | _            | 11.8% |
| Grade 1                                      | -      | 5.2%                  | _             | 5.9%   | -      | 9.2%                  | _            | 10.2% |
| Grade 2                                      | _      | 4.1%                  | -             | 3.5%   | _      | 4.6%                  | _            | 4.3%  |
| Grade 3                                      | _      | 2.8%                  | _             | 3.3%   | _      | 1.9%                  | _            | 2.6%  |
| Grade 4                                      | _      | 1.5%                  | -             | 1.8%   | _      | 1.4%                  | _            | 1.4%  |
| Grade 5                                      | _      | 3.4%                  | _             | 3.8%   | _      | 3.6%                  | _            | 2.2%  |
| Grade 6                                      | _      | 1.3%                  | _             | 1.5%   | _      | 1.2%                  | _            | 1.6%  |
| Grade 7                                      | _      | _                     | _             | 2.3%   | _      | _                     | _            | 2.5%  |
|  |        |                       |               |        |        |                       |              |       |

District Name: HARMONY ELEMENTARY

Campus Name: HARMONY ELEMENTARY

2005-06 Campus Profile

Section II - Page 2 Total Students OUNDATION Grade Span: KG - 05 School Type: Elementary

CLASS SIZE INFORMATION

Campus #: 101857101

District Name: HARMONY ELEMENTARY

Campus Name: HARMONY ELEMENTARY

(Derived from teacher responsibility records.)

| ,                   |                       |        | Campus |          |       |
|---------------------|-----------------------|--------|--------|----------|-------|
| Class Size Averages | by Grade and Subject: | Campus | Group  | District | State |
| Elementary:         | Kindergarten          | 24.0   | 19.8   | 24.0     | 19.3  |
| _                   | Grade 1               | 17.5   | 18.1   | 17.5     | 18.9  |
|                     | Grade 2               | 22.0   | 18.6   | 22.0     | 18.9  |
|                     | Grade 3               | 20.5   | 18.0   | 20.5     | 18.9  |
|                     | Grade 4               | 26.0   | 18.7   | 26.0     | 19.3  |
|                     | Grade 5               | 22.5   | 20.3   | 22.5     | 21.9  |
|                     | Grade 6               | -      | 20.6   | _        | 21.4  |
|                     | Mixed Grades          | -      | 24.4   | -        | 25.7  |
| Secondary:          | English/Language Arts | _      | _      | _        | 20.3  |
| _                   | Foreign Languages     | -      | _      | _        | 21.3  |
|                     | Mathematics           | -      | _      | _        | 20.3  |
|                     | Science               | -      | -      | -        | 21.5  |
|                     | Social Studies        | _      | _      | _        | 22.5  |
|                     |                       |        |        |          |       |

2005-06 Campus Profile

Section II - Page 3 Total Students OUNDATION Grade Span: KG - 05 School Type: Elementary

| INFORMATION   | Car           | mpus                 | Campus           |                  |           |
|---|---------------|----------------------|------------------|------------------|-----------|
|   | Count         | Percent              | Group            | District         | State     |
| Total Staff:  | 17.8          | 100.0%               | 100.0%           | 100.0%           | 100.0%    |
| Professional Staff:                                 | 17.8          | 100.0%               | 80.3%            | 94.7%            | 62.5%     |
| Teachers  | 14.8          | 83.1%                | 69.4%            | 78.7%            | 50.7%     |
| Professional Support                                | 1.0           | 5.6%                 | 7.4%             | 5.3%             | 8.0%      |
| Campus Admin. (School Leader.)                      | 2.0           | 11.3%                | 3.6%             | 10.7%            | 2.8%      |
| Educational Aides:                                  | 0.0           | 0.0%                 | 19.7%            | 0.0%             | 10.2%     |
| Total Minority Staff:                               | 5.0           | 28.1%                | 21.8%            | 26.6%            | 41.5%     |
| Teachers By Ethnicity and Sex:                      |               |                      |                  |                  |           |
| African American                                    | 0.0           | 0.0%                 | 3.5%             | 0.0%             | 9.1%      |
| Hispanic  | 2.0           | 13.5%                | 13.1%            | 13.5%            | 20.1%     |
| White   | 10.8          | 72.9%                | 82.9%            | 72.9%            | 69.4%     |
| Native American                                     | 0.0           | 0.0%                 | 0.2%             | 0.0%             | 0.3%      |
| Asian/Pacific Islander                              | 2.0           | 13.5%                | 0.2%             | 13.5%            | 1.1%      |
| Males   | 3.0           | 20.3%                | 7.0%             | 20.3%            | 22.9%     |
| Females   | 11.8          | 79.7%                | 93.0%            | 79.7%            | 77.1%     |
| Teachers by Years of Experience:                    |               |                      |                  |                  |           |
| Beginning Teachers                                  | 0.0           | 0.0%                 | 5.0%             | 0.0%             | 7.5%      |
| 1-5 Years Experience                                | 14.8          | 100.0%               | 25.7%            | 100.0%           | 29.0%     |
| 6-10 Years Experience                               | 0.0           | 0.0%                 | 17.8%            | 0.0%             | 19.4%     |
| 11-20 Years Experience                              | 0.0           | 0.0%                 | 29.5%            | 0.0%             | 24.2%     |
| Over 20 Years Experience                            | 0.0           | 0.0%                 | 21.9%            | 0.0%             | 19.9%     |
|   |               |                      | Campus           |                  |           |
|   |               | Campus               | Group            | District         | State     |
| Average Years Experience of Teachers:               |               | 1.6 yrs.             |                  | yrs. 1.6 yrs.    | 11.5 yrs. |
| Average Years Experience of Teachers w              | ith District: | 0.5 yrs.             | 8.9              | yrs. 0.5 yrs.    | 7.6 yrs.  |
| Average Teacher Salary by Years of Expe             | erience:      |                      |                  |                  |           |
| (regular duties only)                               |               |                      |                  |                  |           |
| Beginning Teachers                                  |               | <del>-</del>         | \$32,046         | <del>-</del>     | \$34,505  |
| 1-5 Years Experience                                |               | \$33,927             | \$33,408         | \$33,927         | \$36,567  |
| 6-10 Years Experience                               |               | _                    | \$35,884         | _                | \$39,008  |
| 11-20 Years Experience                              |               | _                    | \$41,406         | -                | \$43,978  |
| Over 20 Years Experience                            |               | -                    | \$47,297         | -                | \$51,998  |
|   | s only):      |                      |                  |                  |           |
| Average Actual Salaries (regular duties             |               | 422 007              | \$39,192         | \$33,927         | \$41,744  |
| Average Actual Salaries (regular duties<br>Teachers |               | \$33,927             | 439, 19 <u>2</u> | Ŧ33/3 <u>=</u> ; |           |
|   |               | \$33,927<br>\$21,500 | \$42,134         | \$21,500         | \$50,029  |
| Teachers  | adership)     |                      |                  |                  |           |

District Name: HARMONY ELEMENTARY

Campus Name: HARMONY ELEMENTARY

Section II - Page 4 Total Students OUNDATION Grade Span: KG - 05

School Type: Elementary

| ACTUAL OPERATING EXPENDITURE INFORMATION |       |         | Cam            | ous          |         |          | Ca           | mous Gro | quo        |
|--|-------|---------|----------------|--------------|---------|----------|--------------|----------|------------|
|  | •     | Percent | Per<br>Student | All<br>Funds | Percent | •        | All<br>Funds | Percer   |            |
| By Function:                             |       |         |                |              |         |          |              |          |            |
| Total Operating Expenditures             | -     | -       | _              | _            | _       | -        |              |          |            |
| Instruction (11,95)                      | -     | -       | -              | -            | _       | -        |              |          |            |
| Instructional-Related Services (12,13)   | -     | -       | -              | -            | -       | -        |              |          | - <b>-</b> |
| Instructional Leadership (21)            | -     | -       | -              | -            | -       | -        |              |          |            |
| School Leadership (23)                   | -     | -       | -              | -            | -       | -        |              |          |            |
| Support Services-Student (31,32,33)      | -     | -       | -              | -            | -       | -        |              |          |            |
| Other Campus Costs (35,36,51,52,53)      | -     | -       | _              | -            | -       | -        |              |          |            |
| By Program:                              |       |         |                |              |         |          |              |          |            |
| Total Operating Expenditures             | _     | _       | _              | _            | _       | _        |              |          |            |
| Bilingual/ESL Education (25)             | _     | -       | _              | -            | _       | -        |              |          |            |
| Career & Technology Education (22)       | _     | -       | _              | -            | _       | -        |              |          |            |
| Accelerated Education (24,30)            | _     | _       | _              | _            | _       | _        |              |          |            |
| Gifted & Talented Education (21)         | _     | -       | _              | -            | _       | -        |              |          |            |
| Regular Education (11)                   | _     | _       | _              | _            | _       | _        |              |          |            |
| Special Education (23)                   | _     | _       | _              | _            | _       | _        |              |          |            |
| Other (26,28,29)                         | -     | -       | -              | -            | -       | -        |              |          |            |
| PROGRAM INFORMATION                      | 1     | -Campus | I              | Cam          | ous     |          |              |          |            |
| 1001411 1111 01411111011                 | Count | Perc    |                | Gro          |         | District | St           | ate      |            |
| Student Enrollment by Program:           | oouno |         |                | 020          | -P      | 2202200  | 50           |          |            |
| Bilingual/ESL Education                  | 26    | 13.     | 1%             | 9.           | 9%      | 13.1%    | 14           | . 6%     |            |
| Career & Technology Education            | 0     |         | 0%             | 0.0          |         | 0.0%     |              | .3%      |            |
| Gifted & Talented Education              | 89    | 44.     |                | 4.           |         | 44.9%    | -            | .6%      |            |
| Special Education                        | 4     |         | 0%             | 11.8         |         | 2.0%     |              | .1%      |            |
| Teachers by Program (population served): |       |         |                |              |         |          |              |          |            |
| Bilingual/ESL Education                  | 1.0   | 6.      | 8%             | 4.5          | 5%      | 6.8%     | 8            | .8%      |            |
| Career & Technology Education            | 0.0   |         | 0%             | 0.0          |         | 0.0%     | -            | .0%      |            |
| Compensatory Education                   | 0.0   |         | 0%             | 5.0          |         | 0.0%     |              | .2%      |            |
| Gifted & Talented Education              | 0.0   |         | 0%             | 0.           |         | 0.0%     |              | .2%      |            |
| Regular Education                        | 13.2  | 89.     |                | 79.8         |         | 89.7%    |              | .9%      |            |
| Special Education                        | 0.5   |         | 6%             | 9.           |         | 3.6%     |              | .4%      |            |
| Other                                    | 0.0   |         | 0%             | 0.0          |         | 0.0%     |              | .5%      |            |

District Name: HARMONY ELEMENTARY

Campus Name: HARMONY ELEMENTARY

<sup>&#</sup>x27;?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

<sup>&#</sup>x27;-' indicates zero observations reported for this group.

<sup>&#</sup>x27;n/a' indicates than ancep Manage Wentot Napplaces belief or this group.

**Attachment 32.a.2 follows** 

### COSMOS FOUNDATION, INC. dba HARMONY SCIENCE ACADEMY

### FINANCIAL STATEMENTS AND SUPPLEMENTARY INFORMATION

FOR THE YEAR ENDED AUGUST 31, 2005

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### COSMOS FOUNDATION, INC. dba HARMONY SCIENCE ACADEMY

101-846-001 227-816-001 101-846-041

#### **CERTIFICATE OF BOARD**

August 31, 2005

| We, the undersigned, certify that the a  | ttached Annual Financial and Compliance Report      | t of Cosmos |
|--|---|-------------|
|  | ademy was reviewed and <u></u> approved disapp      |             |
| year ended August 31, 2005, at a meeting | of the governing body of said charter school on the | アい day of   |
| January , 2006.                          |   |             |
|  |   |             |
| Α  | M = 1   |             |
| · 1                                      |   |             |
| a hungs                                  | 1 / / /   |             |
| Signature of Board Secretary             | Signature of Board President                        |             |
| Signaturo py Doard Secretary             | Digitature of Doard Flestdell                       |             |

PELICAN FOUNDATION

CERTIFIED PUBLIC ACCOUNTANTS 6750 W. LOOP SOUTH, SUITE 520 HOUSTON, TEXAS 77401

> TEL: (713) 666-5900 FAX: (713) 666-1049 http://www.gomezandco.com

#### INDEPENDENT AUDITOR'S REPORT

To The Board of Directors of Cosmos Foundation, Inc. dba Harmony Science Academy Houston, Texas

We have audited the accompanying statement of financial position of Cosmos Foundation, Inc. dba Harmony Science Academy (HSA) as of August 31, 2005, and the related statements of activities and cash flows for the year then ended. These financial statements are the responsibility of HSA management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with generally accepted auditing standards and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of HSA as of August 31, 2005, and the changes in its net assets and its cash flows for the year then ended in conformity with accounting principles generally accepted in the United States of America.

In accordance with Government Auditing Standards, we have also issued our report dated December 2, 2005, on our consideration of HSA internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts, and grants. That report is an integral part of an audit performed in accordance with Government Auditing Standards and should be read in conjunction with this report in considering the results of our audit.

Our audit was performed for the purpose of forming an opinion on the basic financial statements of HSA taken as a whole. The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis as required by U.S. Office of Management and Budget Circular A-133, "Audits of States, Local Governments, and Non-Profit Organizations", and is not a required part of the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, is fairly stated, in all material respects, in relation to the basic financial statements taken as a whole.

December 2, 2005

### COSMOS FOUNDATION INC., dba HARMONY SCIENCE ACADEMY

#### STATEMENT OF FINANCIAL POSITION

### AUGUST 31, 2005

| ٨ | SSF | $\Gamma$ $C$ |
|---|-----|--------------|
|   |     |              |

| Assets:                          |              |          |
|----------------------------------|--------------|----------|
| Cash                             | \$ 146,25    | 5        |
| Grants receivable                | 512,07       | 1        |
| Other receivable                 | 10,30        | 0        |
| Building and improvements        | 510,10       | 1        |
| Equipment and furniture          | 163,67       | 9        |
| Accumulated depreciation         | (114,72      | 5)       |
| Other assets                     | 32,48        | <u>5</u> |
| Total Assets                     | \$ 1,260,16  | 7_       |
| LIABILITIES AND NET ASSETS       |              |          |
| Liabilities:                     |              |          |
| Accounts payable                 | \$ 354,50    | 3        |
| Payroll taxes payable            | 1,58         | 9        |
| Accrued Payroll and Benefits     | 360,763      | 2        |
| Notes payable                    | 365,91       | 9_       |
| Total Liabilities                | 1,082,772    | 2_       |
| Net Assets:                      |              |          |
| Unrestricted                     | 177,395      | 5_       |
| Total Net Assets                 | 177,395      | 5_       |
| Total Liabilities and Net Assets | \$ 1,260,167 | 7        |

# COSMOS FOUNDATION INC., dba HARMONY SCIENCE ACADEMY STATEMENT OF ACTIVITIES

### FOR THE YEAR ENDED AUGUST 31, 2005

|                                       | Unrestri        | cted       | emporarily<br>Restricted | ***********                             | Total     |
|---------------------------------------|-----------------|------------|--------------------------|---|-----------|
| SUPPORT AND REVENUE                   |                 |            |                          |   |           |
| Federal grants                        | \$              | 0          | \$<br>639,466            | \$                                      | 639,466   |
| State and local grants                |                 |            | 5,101,165                |   | 5,101,165 |
| Donations                             | 25,5            | 00         |                          |   | 25,500    |
| Other income                          | 150,1           | .39        |                          |   | 150,139   |
| Net Assets released from restrictions | <u>5,740,€</u>  | 31         | <br>(5,740,631)          | *************************************** | 0_        |
| Total Support and Revenue             | 5,916,2         | 270_       | <br>0                    |   | 5,916,270 |
| EXPENSES                              |                 |            |                          |   |           |
| Program Services                      | 5,528,6         | 69         | <br>0_                   |   | 5,528,669 |
| Total Expenses                        | 5,528,6         | 69_        | <br>0                    | *************************************** | 5,528,669 |
| Increase in net assets                | 387,6           | 01         | 0                        |   | 387,601   |
| Net assets, beginning of year         | (210,2          | <u>06)</u> | <br>                     |   | (210,206) |
| Net assets, end of year               | <u>\$ 177,3</u> | <u>95</u>  | \$<br>0_                 | \$                                      | 177,395   |

# STATEMENT OF CASH FLOWS

| Cash Flows From Operating Activities              |   |           |
|---|---|-----------|
| Increase (Decrease) in net assets                 | \$                                      | 387,601   |
| Adjustments to reconcile net income (loss) to net |   |           |
| cash provided (used) by operating activities      |   |           |
| Depreciation                                      |   | 56,333    |
| (Increase) decrease in accounts receivable        |   | (366,239) |
| (Increase) decrease in other assets               |   | (14,100)  |
| Increase (decrease) in accounts payable           |   | 156,893   |
| Increase (decrease) in other accrued liabilities  |   | 198,154   |
| Increase (decrease) in payroll taxes              | Married And Andread Special Conference  | (642)     |
| Net Cash Provided (Used) by Operating Activities  | <del></del>                             | 418,000   |
| Cash Flows From Investing Activities              |   |           |
| Purchases of fixed assets                         | *****************                       | (460,998) |
| Net Cash Provided (Used) by Investing Activities  | -                                       | (460,998) |
| Cash Flows From Financing Activities              |   |           |
| Proceeds from debt                                |   | 263,647   |
| Payments on debt                                  | *************************************** | (142,963) |
| Net Cash Provided (Used) by Financing Activities  | *************************************** | 120,684   |
| NET INCREASE (DECREASE) IN CASH                   |   | 77,686    |
| CASH AT BEGINNING OF YEAR                         | *************************************** | 68,569    |
| CASH AT END OF YEAR                               | <u>\$</u>                               | 146,255   |
| Supplemental Disclosures                          |   |           |
| Cash Paid During the Year for:                    |   |           |
| Interest  | <u>\$</u>                               | 5,980     |

#### NOTES TO FINANCIAL STATEMENTS

#### AUGUST 31, 2005

#### A. <u>Organization:</u>

Cosmos Foundation, Inc., dba Harmony Science Academy (HSA), a nonprofit organization, provides curricula for students in grades kindergarten through 12. The school was incorporated in the State of Texas in September 1999, under the Texas Non-Profit Corporation Act. The Internal Revenue Service determined that the organization was exempt from federal income tax under section 501(a) of the Internal Revenue Code as an organization described in Section 501(c)(3).

Pursuant to its charter granted by the State Board of Education in accordance with Texas Education Code Section 12, Subchapter D, Open-Enrollment Charter School, the Organization operates as part of the state public school system subject to all federal and state laws and rules governing public schools. The Organization is also subject to all laws and rules pertaining to open-enrollment charter schools in section 12 of the Texas Education Code.

#### B. <u>Summary of Significant Accounting Policies:</u>

#### BASIS OF PRESENTATION

The Corporation adopted Statement of Financial Accounting Standards (SFAS) No. 117, "Financial Statements of Not-for-Profit Organizations". Under SFAS No. 117, the Corporation is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted; temporarily restricted; and permanently restricted. In addition, the Corporation is required to present a statement of cash flows.

#### SUPPORT AND REVENUE:

Support and revenue are recorded based on the accrual method.

#### CASH DONATIONS AND DONATED SERVICES:

Cash donations are considered to be available for unrestricted use unless specifically restricted by the donor. No amounts have been reflected in the financial statements for donated services since no objective basis is available to measure the value of such donations. Nevertheless, a substantial number of volunteers have donated their time in connection with the program service and administration of the organization.

#### NOTES TO FINANCIAL STATEMENTS

#### **AUGUST 31, 2005**

#### B. <u>Summary of Significant Accounting Policies:</u> (Continued)

#### CONTRIBUTIONS:

In accordance with Statement of Financial Accounting Standards (SFAS) No. 116, "Accounting for Contributions Received and Contributions Made," contributions received are recorded as unrestricted, temporarily restricted, or permanently restricted support depending on the existence or nature of any donor restrictions.

#### PROPERTY AND EQUIPMENT:

Property and equipment purchased by HSA are recorded at cost. Donations of property and equipment are recorded at their fair value at the date of the gift. All assets acquired with a value in excess of \$1,000 are recorded as fixed assets. Depreciation is provided on the straight-line method based upon estimated useful lives of ten years for equipment. Gains or losses on retired or on sale of property and equipment are reflected in income for the period. The proceeds from such sales which are not legally required or expected to be reinvested in property and equipment are transferred to unrestricted net assets.

#### PLEDGES AND ACCOUNTS RECEIVABLE:

Contributions are recognized when the donor makes a promise to give to HSA which is in substance, unconditional. Contributions that are restricted by the donor are reported as increases in unrestricted net assets if the restrictions expire in the year in which the contributions are recognized. All other donor-restricted contributions are reported as increases in temporarily or permanently restricted net assets depending on the nature of the restrictions. When a restriction expires, temporarily restricted net assets are reclassified to unrestricted net assets.

No provision has been made for uncollectible promises to give and accounts receivable as of the statement of financial position date, given that none have been identified.

#### **FUNCTIONAL EXPENSES:**

Expenses are charged to each program based on direct expenditures incurred. Functional expenses which cannot readily be related to a specific program are charged to the various programs based upon hours worked, square footage, number of program staff, or other reasonable methods for allocating the organization's multiple function expenditures.

#### NOTES TO FINANCIAL STATEMENTS

#### AUGUST 31, 2005

#### B. Summary of Significant Accounting Policies: (Continued)

#### **INCOME TAXES:**

HSA qualifies as a tax-exempt organization under section 501(c) (3) of the Internal Revenue Code and, therefore, has no provision for income taxes.

#### CASH AND CASH EQUIVALENTS:

For purpose of the statement of cash flows, cash and cash equivalents are comprised of cash on hand and in banks.

#### **ESTIMATES:**

The preparation of financial statements in conformity with generally accepted accounting principles requires HSA management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

#### C. Pension Plan:

#### Plan Description

The Academy contributes to the Teacher Retirement System of Texas (the system), a public employee retirement program. It is a cost-sharing, multi-employer defined benefit pension plan with one exception; all risks and costs are not shared by the charter school, but are the liability of the state of Texas. The System provides service retirement, disability retirement benefits, and death benefits to plan members and beneficiaries. The System operates under the authority of provisions contained primarily in Texas Government Code, Title 8, Public Retirement Systems, Subtitle C, Teacher Retirement System of Texas, which is subject to amendment by the Texas Legislature. The System's annual financial report and other required disclosure information are available by writing the Teacher Retirement System of Texas, 1000 Red River, Austin, Texas, 78701-2698 or by calling (800) 877-0123.

#### Funding Policy

Under provisions in State law, plan members are required to contribute 6.9% of their annual covered salary, and the State of Texas contributes an amount equal to 6.0% of the charter school's covered payroll. In certain instances, the reporting entity (school district, charter school, college, university, or state agency) is required to make all or a portion of the State's 6.0% contribution.

#### NOTES TO FINANCIAL STATEMENTS

#### AUGUST 31, 2005

# C. <u>Pension Plan: Funding Policy:</u> (Continued)

Contribution requirements are not actuarially determined but are legally established each biennium pursuant to the following funding policy: (1) The State constitution requires the legislature to establish a member contribution rate of not less than 6.0% of the member's annual compensation and a State contribution rate of not less than 6.0% and not more than 10.0% of the aggregate annual compensation of all members of the system during that fiscal year; (2) A state statute prohibits benefit improvements or contribution reductions if, as a result of a particular action, the time required to amortize the System's unfunded actuarial liabilities would be increased to a period that exceeds 30 years by one or more years. State contributions to the System made on behalf of Cosmos Foundation, Inc. dba Harmony Science Academy employees for the year ended August 31, 2005 were \$78,897.39 for Houston campus, \$45,215.98 for Austin campus, \$30,902.12 for Dallas campus, and \$-0- for Houston Elementary campus.

#### D. Budget:

The official school budget is prepared for adoption for required Governmental Fund Types. The annual budget is adopted on a basis consistent with generally accepted accounting principles and is formally adopted by the Board of Directors

#### E. Operating Lease Commitment:

HSA is currently leasing its office equipment and building on a non-cancelable operating lease.

HSA minimum annual lease commitment is as follows:

| Year months ending August 31, | Amount       |
|-------------------------------|--------------|
| 2006                          | \$ 1,031,000 |
| 2007                          | 1,020,000    |
| 2008                          | 985,000      |
| 2009                          | 957,000      |
| 2010                          | 956,000      |
| Total                         | \$ 4,949,000 |

Operating lease expense amounted to \$796,087 for the year ended August 31, 2005.

#### NOTES TO FINANCIAL STATEMENTS

#### **AUGUST 31, 2005**

#### F. Notes Payable:

The Organization's obligations under notes payable consists of the following:

Maturities of notes payable over the next five years are as follows:

| Year Ending August 31, | Amount     |
|------------------------|------------|
| 2006                   | \$ 317,919 |
| 2007                   | 12,000     |
| <b>2008</b>            | 12,000     |
| 2009                   | 12,000     |
| 2010                   | 12,000     |
| Total                  | \$ 365,919 |

#### G. Commitments and Contingencies

Cosmos Foundation, Inc. dba Harmony Science Academy receives funds through state and federal programs that are governed by various statutes and regulations. State program funding is based primarily on student attendance data submitted to the Texas Education Agency and is subject to audit and adjustment. Expenses charged to federal programs are subject to audit and adjustment by the grantor agency. The programs administered by the charter school have complex compliance requirements, and should state or federal auditors discover areas of noncompliance, charter school funds may be subject to refund if so determined by the Texas Education Agency or the grantor agency.

#### H. Health Care Coverage

During the year ended August 31, 2005, employees of HSA were covered by a group insurance plan. The school paid premiums up to \$ 225 for Houston campus, \$150 for Austin campus, \$ 225 for Dallas campus, and \$-0- for Houston Elementary campus per month per employee (depending upon coverage selected) to the plan. Employees, at their option, authorized payroll withholdings to pay premiums for dependents. All premiums were paid to a licensed insurer.

**PELICAN FOUNDATION** 

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#### INDEPENDENT AUDITOR'S REPORT ON SUPPLEMENTARY INFORMATION

To The Board of Directors of Cosmos Foundation, Inc. dba Harmony Science Academy Houston, Texas

Our report on our audit of the consolidated financial statement of Cosmos Foundation, Inc. dba Harmony Science Academy (HSA) for year ended August 31, 2005 appears on page 1. The audit was conducted for the purpose of forming an opinion on the financial statements taken as a whole. The Financial Statements and Schedules for Individual Charter School are presented for purposes of additional analysis and are not a required part of the consolidated financial statements. Such information has been subjected to the auditing procedures applied in the audit of the consolidated financial statements and, in our opinion, is fairly stated in all material respects in relation to the consolidated financial statements taken as a whole.

December 2, 2005

# **HOUSTON CAMPUS**

# STATEMENT OF FINANCIAL POSITION

# AUGUST 31, 2005

| Δ           | 2  | 2  | $\mathbf{F}'$ | Т | 2 |
|-------------|----|----|---------------|---|---|
| $^{\prime}$ | S. | D. | Ŀ             | 1 | u |

| Assets:                          |              |
|----------------------------------|--------------|
| Cash                             | \$ 53,143    |
| Grants Receivable                | 294,579      |
| Other Receivables                | 408,470      |
| Buildings & Improvements         | 189,080      |
| Equipment and Furniture          | 146,504      |
| Accumulated Depreciation         | (106,799)    |
| Other assets                     | 15,985       |
| Total Assets                     | \$ 1,000,963 |
| LIABILITIES AND NET ASSETS       |              |
| Liabilities:                     |              |
| Accounts Payable                 | \$ 478,929   |
| Payroll Taxes Payable            | 1,589        |
| Accrued Payroll and Benefits     | 228,083      |
| Notes Payable                    | 62,272       |
| Total Liabilities                | 770,872      |
| Net Assets:                      |              |
| Unrestricted                     | 230,091      |
| Total Net Assets                 | 230,091      |
| Total Liabilities and Net Assets | \$ 1,000,963 |

# **AUSTIN CAMPUS**

#### STATEMENT OF FINANCIAL POSITION

# AUGUST 31, 2005

| ASSETS | Α | S | S | $\mathbf{E}$ | Т | S |
|--------|---|---|---|--------------|---|---|
|--------|---|---|---|--------------|---|---|

| Assets:                          |                   |
|----------------------------------|-------------------|
| Cash                             | \$ 79,152         |
| Grants Receivable                | 128,295           |
| Furniture and Equipment          | 7,259             |
| Total Assets                     | \$ 214,706        |
| LIABILITIES AND NET ASSETS       |                   |
| Liabilities:                     |                   |
| Accounts Payable                 | \$ 3,200          |
| Accrued Payroll and Benefits     | 70,498            |
| Notes Payable                    | 40,000            |
| Total Liabilities                | 113,698           |
| Net Assets:                      |                   |
| Unrestricted                     | 101,008           |
| Total Net Assets                 | 101,008           |
| Total Liabilities and Net Assets | <u>\$ 214,706</u> |

# HOUSTON ELEMENTARY CAMPUS

#### STATEMENT OF FINANCIAL POSITION

# AUGUST 31, 2005

| ASSET | S |
|-------|---|
|-------|---|

| Assets:                               |                 |            |
|---------------------------------------|-----------------|------------|
| Cash                                  | \$ 13,9         | 960        |
| Grants Receivable                     | 93,;            | 562        |
| Building & Improvements               | 321,0           | 021        |
| Equipment & Furniture                 | 9,4             | 442        |
| Accumulated Depreciation              | (7,4            | 453)       |
| Other Assets                          | 16,             | 500_       |
|                                       |                 |            |
| Total Assets                          | <u>\$ 447,0</u> | )32        |
|                                       |                 |            |
| LIABILITIES AND NET ASSETS            |                 |            |
|                                       |                 |            |
| Liabilities:                          |                 |            |
| Accounts Payable                      | \$ 164,4        |            |
| Accrued Payroll and Benefits          | 172,6           |            |
| Notes Payable                         | 263,6           | 547        |
|                                       |                 |            |
| Total Liabilities                     | 600,7           | <u>′36</u> |
|                                       |                 |            |
| Net Assets:                           |                 |            |
| Unrestricted                          | (153,7          | <u>04)</u> |
| m - 137 - 4                           |                 |            |
| Total Net Assets                      | (153,7          | 04)        |
| Table 1 to 1.11/2/2012 and 1 NTable 4 | 0 4470          |            |
| Total Liabilities and Net Assets      | <u>\$ 447,0</u> | <u> 32</u> |

# **HOUSTON CAMPUS**

# SUPPLEMENTAL STATEMENT OF ACTIVITIES

|   |    | Unrestricted | Temporarily<br>Restricted | Total         |
|---|----|--------------|---------------------------|---------------|
|   |    |              | <br>                      |               |
| REVENUES                                      |    |              |                           |               |
| Local Support:                                |    |              |                           |               |
| 5740 Other Revenues from Local Sources        | \$ | 70,996       | \$<br>0                   | \$<br>70,996  |
| 5750 Food Service Sales                       |    | 20,981       | <br>                      | <br>20,981    |
| Total Local Support                           |    | 91,977       | 0                         | 91,977        |
| State Program Revenues:                       |    |              |                           |               |
| 5810 Foundation School Program Act Revenue    | S  |              | 3,512,947                 | 3,512,947     |
| 5820 State Program Revenues Distributed by    |    |              |                           |               |
| Texas Education Agency                        |    |              | 20,653                    | 20,653        |
| 5830 State Revenues from State of Texas       |    |              |                           |               |
| Government Agencies (Other than               |    |              |                           |               |
| Texas Education Agency)                       |    |              | <br>25,054                | <br>25,054    |
| Total State Program Revenues                  |    | 0            | 3,558,654                 | 3,558,654     |
| Federal Program Revenues:                     |    |              |                           |               |
| 5920 Federal Revenues Distributed by          |    |              |                           |               |
| Texas Education Agency                        |    |              | <br>448,144               | <br>448,144   |
| Total Federal Program Revenues                |    | 0            | 448,144                   | 448,144       |
| Net assets released from restrictions:        |    |              |                           |               |
| Restrictions satisfied by payments            |    | 4,006,798    | <br>(4,006,798)           | <br>          |
| Total Revenues                                |    | 4,098,775    | <br>0                     | <br>4,098,775 |
| EXPENSES                                      |    |              |                           |               |
| 11 Instruction                                |    | 2,063,288    |                           | 2,063,288     |
| 12 Instructional Resources and Media Services |    | 847          |                           | 847           |
| 13 Curriculum and Staff Development           |    | 31,179       |                           | 31,179        |
| 21 Instructional Leadership                   |    | 3,128        |                           | 3,128         |
| 23 School Leadership                          |    | 86,584       |                           | 86,584        |
| 31 Guidance, Counseling and Evaluation        |    |              |                           | -             |
| Services                                      |    | 1,485        |                           | 1,485         |

# **HOUSTON CAMPUS**

#### SUPPLEMENTAL STATEMENT OF ACTIVITIES

|  |              | Temporarily |            |
|--|--------------|-------------|------------|
|  | Unrestricted | Restricted  | Total      |
| 33 Health Services                         | 46,363       |             | 46,363     |
| 34 Student (Pupil) Transportation          | 347          |             | 347        |
| 35 Food Services                           | 139,986      |             | 139,986    |
| 36 Cocurricular/Extracurricular Activities | 33,228       |             | 33,228     |
| 41 General Administration                  | 658,205      |             | 658,205    |
| 51 Plant maintenance and Operations        | 796,874      |             | 796,874    |
| 52 Security and Monitoring Services        | 8,851        |             | 8,851      |
| 53 Data Processing Services                | 1,920        | 0           | 1,920      |
| Total Expenses                             | 3,872,285    | 0           | 3,872,285  |
| Change in Net Assets                       | 226,490      |             | 226,490    |
| Net Assets, beginning of year              | 3,602        |             | 3,602      |
| Net Assets, ending of year                 | \$ 230,091   | <u>\$0</u>  | \$ 230,091 |

# **AUSTIN CAMPUS**

#### SUPPLEMENTAL STATEMENT OF ACTIVITIES

|  | Unrestricted                            | Temporarily<br>Restricted | Total     |
|--|---|---------------------------|-----------|
| REVENUES                                   |   |                           |           |
| Local Support:                             |   |                           |           |
| 5740 Other Revenues from Local Sources     | \$ 67,369                               | \$ 0                      | \$ 67,369 |
| 5750 Other Revenue                         | 33,580                                  | <u></u>                   | 33,580    |
| Total Local Support                        | 100,948                                 | 0                         | 100,948   |
| State Program Revenues:                    |   |                           |           |
| 5810 Foundation School Program Act Revenue | es .                                    | 1,383,514                 | 1,383,514 |
| 5820 State Program Revenues Distributed by |   |                           |           |
| Texas Education Agency                     |   | 6,042                     | 6,042     |
| 5830 State Revenues from State of Texas    |   |                           |           |
| Government Agencies (Other than            |   |                           |           |
| Texas Education Agency)                    |   | 45,216                    | 45,216    |
| Total State Program Revenues               | 0                                       | 1,434,772                 | 1,434,772 |
| Federal Program Revenues:                  |   |                           |           |
| 5920 Federal Revenues Distributed by       |   |                           |           |
| Texas Education Agency                     | *************************************** | 169,622                   | 169,622   |
| Total Federal Program Revenues             | 0                                       | 169,622                   | 169,622   |
| Net assets released from restrictions:     |   |                           |           |
| Restrictions satisfied by payments         | 1,604,394                               | (1,604,394)               |           |
| Total Revenues                             | 1,705,342                               | 0                         | 1,705,342 |
| EXPENSES                                   |   |                           |           |
| 11 Instruction                             | 677,242                                 |                           | 677,242   |
| 12 Resource & Media                        | 33,538                                  |                           | 33,538    |
| 13 Curriculum and Staff Development        | 1,198                                   |                           | 1,198     |
| 23 School Leadership                       | 63,353                                  |                           | 63,353    |
| 33 Health Services                         | 3,626                                   |                           | 3,626     |

#### **AUSTIN CAMPUS**

# SUPPLEMENTAL STATEMENT OF ACTIVITIES

|  | Temporarily  |              |            |  |  |  |
|--|--------------|--------------|------------|--|--|--|
|  | Unrestricted | Restricted   | Total      |  |  |  |
| 35 Food Services                           | 55,436       |              | 55,436     |  |  |  |
| 36 Cocirricular/Extracurricular Activities | 28,880       |              | 28,880     |  |  |  |
| 41 General Administration                  | 173,354      |              | 173,354    |  |  |  |
| 51 Plant maintenance and Operations        | 331,287      |              | 331,287    |  |  |  |
| 52 Security Services                       | 579          |              | 579        |  |  |  |
| 53 Data Processing Services                | 22,034       |              | 22,034     |  |  |  |
| Total Expenses                             | 1,390,527    | 0            | 1,390,527  |  |  |  |
| Change in Net Assets                       | 314,816      | 0            | 314,816    |  |  |  |
| Net Assets, beginning of year              | (213,808)    | 0            | (213,808)  |  |  |  |
| Net Assets, ending of year                 | \$ 101,008   | <u>\$</u> 0_ | \$ 101,008 |  |  |  |

# HOUSTON ELEMENTARY CAMPUS

# SUPPLEMENTAL STATEMENT OF ACTIVITIES

|  | Unrestricted | Temporarily<br>Restricted | <u> </u>     |
|--|--------------|---------------------------|--------------|
| REVENUES                                   |              |                           |              |
| Local Support:                             |              |                           |              |
| 5740 Other Revenues from Local Sources     | <u>\$ 91</u> | \$ 0                      | <u>\$ 91</u> |
| Total Local Support                        | 91           | 0                         | 91           |
| State Program Revenues:                    |              |                           |              |
| 5810 Foundation School Program Act Revenue | es 0         | 93,562                    | 93,562       |
| 5820 State Program Revenues Distributed by |              |                           |              |
| Texas Education Agency                     |              |                           |              |
| Total State Program Revenues               | 0            | 93,562                    | 93,562       |
| Federal Program Revenues:                  |              |                           |              |
| 5920 Federal Revenues Distributed by       |              |                           |              |
| Texas Education Agency                     | 0            | 18,500                    | 18,500       |
| Total Federal Program Revenues             | 0            | 18,500                    | 18,500       |
| Net assets released from restrictions:     |              |                           |              |
| Restrictions satisfied by payments         | 112,062      | (112,062)                 |              |
| Total Revenues                             | 112,153      | 0                         | 112,153      |
| EXPENSES                                   |              |                           |              |
| 11 Instruction                             | 174,400      |                           | 174,400      |
| 13 Curriculum and Staff Development        | 100          |                           | 100          |
| 31 Guidance, Counseling and Evaluation     | ,            |                           |              |
| 35 Food Services                           | 5,298        |                           | 5,298        |
| 41 General Administration                  | 6,664        |                           | 6,664        |
| 51 Plant maintenance and Operations        | 79,266       |                           | 79,266       |
| 52 Security and Monitoring Services        | 130          | 0                         | 130          |
| Total Expenses                             | 265,857      | 0                         | 265,857      |
| Change in Net Assets                       | (153,704)    | 0_                        | (153,704)    |
| Net Assets, ending of year                 | \$ (153,704) | \$ 0                      | \$ (153,704) |

# **HOUSTON CAMPUS**

# STATEMENT OF CASH FLOWS

| Cash Flows From Operating Activities              |  |                    |
|---|--|--------------------|
| Increase (Decrease) in net assets                 | \$   | 226,490            |
| Adjustments to reconcile net income (loss) to net |  |                    |
| cash provided (used) by operating activities      |  |                    |
| Depreciation                                      |  | 48,404             |
| (Increase) decrease in accounts receivable        |  | (549,677)          |
| (Increase) decrease in prepaid assets             |  | 2,400              |
| Increase (decrease) in accounts payable           |  | 286,123            |
| Increase (decrease) in other accrued liabilities  |  | 112,143            |
| Increase (decrease) in payroll taxes              |  | (642)              |
| Net Cash Provided (Used) by Operating Activities  |  | 125,241            |
| Cash Flows From Investing Activities              |  |                    |
| Plant & equipment purchases                       | <del></del>  | (122,803)          |
| Net Cash Provided (Used) by Investing Activities  |  | (122,803)          |
| Cash Flows From Financing Activities              |  |                    |
| Payments on debt                                  | ***************************************  | (14,814)           |
| Net Cash Provided (Used) by Financing Activities  | NEW STATE OF THE S | (14,814)           |
| NET INCREASE (DECREASE) IN CASH                   |  | (12 276)           |
| CASH AT BEGINNING OF YEAR                         |  | (12,376)<br>65,519 |
| CASH AT END OF YEAR                               | \$   | 53,143             |
|   | <del></del>  | 22,112             |
| Supplemental Disclosures                          |  |                    |
| Cash Paid During the Year for:                    |  |                    |
| Interest  | \$   | 4,899              |

# **AUSTIN CAMPUS**

#### STATEMENT OF CASH FLOWS

| Cash Flows From Operating Activities Increase (Decrease) in net assets Adjustments to reconcile net income (loss) to net cash provided (used) by operating activities | \$   | 314,816   |
|---|--|-----------|
| Depreciation  |  | 474       |
| (Increase) decrease in accounts receivable  |  | (125,535) |
| Increase (decrease) in accounts payable   |  | (1,604)   |
| Increase (decrease) in other accrued liabilities  |  | 23,834    |
| Net Cash Provided (Used) by Operating Activities  |  | 211,985   |
| Cash Flows From Investing Activities  |  |           |
| Plant & equipment purchases   |  | (7,733)   |
| Net Cash Provided (Used) by Investing Activities  |  | (7,733)   |
| Cash Flows From Financing Activities  |  |           |
| Payments on debt  | And the second s | (128,150) |
| Net Cash Provided (Used) by Financing Activities  |  | (128,150) |
| NET INCREASE (DECREASE) IN CASH   |  | 76,102    |
| CASH AT BEGINNING OF YEAR   |  | 3,050     |
| CASH AT END OF YEAR   | \$   | 79,152    |
| Supplemental Disclosures  |  |           |
| Cash Paid During the Year for:  |  |           |
| Interest  | \$   | 1,081     |

#### HOUSTON ELEMENTARY CAMPUS

#### STATEMENT OF CASH FLOWS

| Cash Flows From Operating Activities                   |   |  |
|--|---|--|
| Increase (Decrease) in net assets                      | \$                                      | (153,704)  |
| Adjustments to reconcile net income (loss) to net      |   |  |
| cash provided (used) by operating activities           |   |  |
| Depreciation   |   | 7,453  |
| (Increase) decrease in accounts receivable             |   | (93,562)   |
| (Increase) decrease in prepaid assets                  |   | (16,500)   |
| Increase (decrease) in accounts payable                |   | 274,421  |
| Increase (decrease) in other accrued liabilities       |   | 55,753   |
| Net Cash Provided (Used) by Operating Activities       | ₩ww.data.com                            | 73,861   |
| Cash Flows From Investing Activities                   |   |  |
| Plant & equipment purchases                            |   | (330,463)  |
|  |   | ,  |
| Net Cash Provided (Used) by Investing Activities       | *************************************** | (330,463)  |
| Cash Flows From Financing Activities                   |   |  |
| Proceeds from debt                                     | **************************************  | 270,562  |
| Net Cash Provided (Used) by Financing Activities       |   | 270,562  |
| NET INCREASE (DECREASE) IN CASH<br>CASH AT END OF YEAR | <u> </u>                                | 13,960<br>13,960   |
| Supplemental Disclosures                               | <del></del>                             | nementaria da la managamenta de la companya del companya del companya de la compa |
| Cash Paid During the Year for: Interest                |   | -0-  |

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# **HOUSTON CAMPUS**

#### SCHEDULE OF EXPENSES

# FOR THE YEAR ENDED AUGUST 31, 2005

| Expenses                                  |                 |
|---|-----------------|
| 6100 Payroll Costs                        | \$<br>2,296,637 |
| 6200 Professional and Contracted Services | 1,085,623       |
| 6300 Supplies and Materials               | 283,185         |
| 6400 Other Operating Costs                | 201,941         |
| 6500 Debt                                 | 4 900           |

Total Expenses <u>\$ 3,872,285</u>

# **AUSTIN CAMPUS**

# SCHEDULE OF EXPENSES

| Expenses                                  |              |
|---|--------------|
| 6100 Payroll Costs                        | \$ 872,496   |
| 6200 Professional and Contracted Services | 371,420      |
| 6300 Supplies and Materials               | 89,766       |
| 6400 Other Operating Costs                | 55,763       |
| 6500 Debt                                 | 1,081        |
| Total Expenses                            | \$ 1,390,527 |

265,857

# COSMOS FOUNDATION INC., dba HARMONY SCIENCE ACADEMY

# HOUSTON ELEMENTARY CAMPUS

#### SCHEDULE OF EXPENSES

# FOR THE YEAR ENDED AUGUST 31, 2005

| Expenses                                  |              |
|---|--------------|
| 6100 Payroll Costs                        | \$<br>55,754 |
| 6200 Professional and Contracted Services | 82,438       |
| 6300 Supplies and Materials               | 115,087      |
| 6400 Other Operating Costs                | <br>12,578   |
|   |              |

Total Expenses

# HOUSTON CAMPUS

#### SCHEDULE OF CAPITAL ASSETS

|                                | Ownership Interest                      |       |       |        |               |
|--------------------------------|---|-------|-------|--------|---------------|
|                                | *************************************** | Local | State | Fede   | ral           |
| 1110 Cash                      | \$                                      | 0 \$  | 53,   | 143 \$ | 0             |
| 1510 Land and Improvements     |   |       |       |        |               |
| 1520 Buildings and Improvement | S                                       |       | 189,  | 080    |               |
| 1531 Vehicles                  |   |       |       |        |               |
| 1539 Furniture and Equipment   |   | 0     | 112,  | 929    | <u>33,575</u> |
|                                |   |       |       |        |               |
| Total Property and Equipment   | \$                                      | 0 \$  | 355,  | 153 \$ | 33,575        |

# AUSTIN CAMPUS

# SCHEDULE OF CAPITAL ASSETS

|   | Ownership Interest |      |           |         |  |
|---|--------------------|------|-----------|---------|--|
|   | Local              | ~~~~ | State     | Federal |  |
| 1110 Cash   | \$                 | 0 \$ | 79,152 \$ | 0       |  |
| 1510 Land and Improvements<br>1520 Buildings and Improvements |                    |      |           |         |  |
| 1531 Vehicles   |                    |      |           |         |  |
| 1539 Furniture and Equipment                                  |                    |      | 600       | 7,133   |  |
| Total Property and Equipment                                  | \$                 | 0 \$ | 79,752 \$ | 7,133   |  |

# **HOUSTON ELEMENTARY CAMPUS**

# SCHEDULE OF CAPITAL ASSETS

|                                 | Ownership Interest |      |            |         |   |
|---------------------------------|--------------------|------|------------|---------|---|
|                                 | Local              |      | State      | Federal |   |
| 1110 Cash                       | \$                 | 0 \$ | 13,960 \$  |         | 0 |
| 1510 Land and Improvements      |                    |      |            |         |   |
| 1520 Buildings and Improvements |                    |      | 321,021    |         |   |
| 1531 Vehicles                   |                    |      |            |         |   |
| 1539 Furniture and Equipment    |                    | 0    | 9,442      |         |   |
|                                 |                    |      |            |         |   |
| Total Property and Equipment    | \$                 | 0 \$ | 344,423 \$ |         | 0 |

# **HOUSTON CAMPUS**

# BUDGETARY COMPARISON SCHEDULE

|   | Budgeted A  | Amounts   | Variance  |            |  |
|---|-------------|-----------|-----------|------------|--|
|   |             |           |           | from Final |  |
|   | Original    | Fina1     | Amounts   | Budget     |  |
| Revenues                                      |             |           |           |            |  |
| Local Support:                                |             |           |           |            |  |
| 5740 Other Revenues From Local Sources        | \$ 8,000 \$ | 62,500 \$ | 70,996 \$ | 8,496      |  |
| 5750 Food Service Sales                       | 13,227      | 11,934    | 20,981    | 9,047      |  |
| Total Local Support                           | 21,227      | 74,434    | 91,977    | 17,543     |  |
| State Program Revenues:                       |             |           |           |            |  |
| 5810 Foundation School Program Act Revenues   | 3,656,109   | 3,776,508 | 3,512,947 | (263,561)  |  |
| 5820 State Program Revenues Dist. By TEA      | 20,616      | 18,694    | 20,653    | 1,959      |  |
| 5830 State Revenues-Texas Govt. Agencies      | 20,010      | 15,000    | 25,054    | (10,054)   |  |
|   | 3,676,725   | 3,810,202 | 3,558,654 |            |  |
| Total State Program Revenues                  | 3,070,723   | 3,810,202 | 3,336,034 | (251,548)  |  |
| Federal Program Revenues:                     |             |           |           |            |  |
| 5920 Federal Revenues Dist. By TEA            | 264,780     | 480,411   | 448,144   | (32,267)   |  |
| Total Federal Program Revenues                | 264,780     | 480,411   | 448,144   | (32,267)   |  |
| •   |             |           |           |            |  |
| Total Revenues                                | 3,962,732   | 4,365,047 | 4,098,775 | (266,272)  |  |
|   |             |           |           |            |  |
| Expenses                                      |             |           |           |            |  |
| 11 Instruction                                | 2,166,787   | 2,162,209 | 2,063,288 | 98,921     |  |
| 12 Instructional Resources and Media Services | 17,000      | 850       | 847       | 3          |  |
| 13 Curriculum and Staff Development           | 20,500      | 34,250    | 31,179    | 3,071      |  |
| 21 Instructional Leadership                   | 0           | 3,000     | 3,128     | (128)      |  |
| 23 School Leadership                          | 234,575     | 209,453   | 86,584    | 122,869    |  |
| 31 Counseling                                 | 8,000       | 1,500     | 1,485     | 15         |  |
| 33 Health Services                            | 52,314      | 52,310    | 46,363    | 5,947      |  |
| 34 Student (Pupil) Transportation             | 0           | 400       | 347       | 53         |  |
| 35 Food Services                              | 168,500     | 143,500   | 139,986   | 3,514      |  |
| 36 Cocurricular/Extracurricular Activities    | 19,353      | 39,942    | 33,228    | 6,714      |  |
| 41 General Administration                     | 395,749     | 436,675   | 658,205   | (221,530)  |  |
| 51 Plant Maintenance and Operations           | 696,057     | 829,657   | 796,874   | 32,783     |  |

# COSMOS FOUNDATION INC., dba HARMONY SCIENCE ACADEMY HOUSTON CAMPUS

# BUDGETARY COMPARISON SCHEDULE

|                                     |                             |            |            | Variance   |
|-------------------------------------|-----------------------------|------------|------------|------------|
|                                     | Budgeted Amounts            |            | Actual     | from Final |
|                                     | Original                    | Final      | Amounts    | Budget     |
| 52 Security and Monitoring Services | 2,700                       | 5,700      | 8,851      | (3,151)    |
| 53 Data Processing Services         | 18,878                      | 2,000      | 1,920      | 80         |
| 81 Fund Raising                     | 0                           | 7,500      | 0          | 7,500      |
| Total Expenses                      | 3,800,413                   | 3,928,946  | 3,872,285  | 56,661     |
| Change in Net Assets                | 162,319                     | 436,101    | 226,490    | (209,611)  |
| Net Assets, beginning of year       | 260,291                     | 227,349    | 3,602      | 0          |
| Net Assets, end of year             | <u>\$ 422,610</u> <u>\$</u> | 663,450 \$ | 230,091 \$ | (209,611)  |

# **AUSTIN CAMPUS**

#### BUDGETARY COMPARISON SCHEDULE

|   |    | Budgeted Amounts |   |    |                                       |    | Variance   |
|---|----|------------------|---|----|---------------------------------------|----|------------|
|   |    |                  |   | _  | Actual                                | 1  | from Final |
|   |    | Original         | Final                                   |    | Amounts                               |    | Budget     |
| Revenues                                    |    | <del> </del>     | *************************************** |    | · · · · · · · · · · · · · · · · · · · |    |            |
| Local Support:                              |    |                  |   |    |                                       |    |            |
| 5740 Other Revenues From Local Sources      | \$ | 12,000 \$        | 43,280                                  | \$ | 67,369                                | \$ | 24,089     |
| 5750 Food Service Sales                     |    | 30,000           | 36,045                                  |    | 33,580                                |    | (2,465)    |
| Total Local Support                         |    | 42,000           | 79,325                                  |    | 100,948                               |    | 21,623     |
| State Program Revenues:                     |    |                  |   |    |                                       |    |            |
| 5810 Foundation School Program Act Revenues | 3  | 1,155,000        | 1,383,590                               |    | 1,383,514                             |    | (76)       |
| 5820 School Program Revenues Dist. By TEA   |    | 6,555            | 5,700                                   |    | 6,042                                 |    | 342        |
| 5830 State Revenues-Texas Govt. Agencies    |    | 0                | 45,225                                  |    | 45,216                                |    | (9)        |
| Total State Program Revenues                |    | 1,161,555        | 1,434,515                               |    | 1,434,772                             |    | 326        |
| Federal Program Revenues:                   |    |                  |   |    |                                       |    |            |
| 5920 Federal Revenues Distributed By TEA    |    | 183,368          | 170,104                                 |    | 169,622                               |    | (482)      |
| Total Federal Program Revenues              |    | 183,368          | 170,104                                 |    | 169,622                               |    | (482)      |
| Total redetal Flogram Revenues              |    | 163,306          | 170,104                                 |    | 109,022                               |    | (402)      |
| Total Revenues                              |    | 1,386,923        | 1,683,944                               |    | 1,705,342                             |    | 21,398     |
| Expenses                                    |    |                  |   |    |                                       |    |            |
| 11 Instruction                              |    | 605,915          | 690,108                                 |    | 677,242                               |    | 12,866     |
| 12 Resource & Media                         |    | 44,920           | 34,665                                  |    | 33,538                                |    | 1,127      |
| 13 Curriculum and Staff Development         |    | 7,100            | 1,400                                   |    | 1,198                                 |    | 202        |
| 23 School Leadership                        |    | 63,985           | 64,340                                  |    | 63,353                                |    | 987        |
| 33 Health Services                          |    | 2,500            | 6,200                                   |    | 3,626                                 |    | 2,574      |
| 35 Food Services                            |    | 69,000           | 55,940                                  |    | 55,436                                |    | 504        |
| 36 Cocurricular/Extracurricular Activities  |    |                  | 28,900                                  |    | 28,880                                |    | 20         |
| 41 General Administration                   |    | 175,750          | 175,642                                 |    | 173,354                               |    | 2,288      |
| 51 Plant Maintenance and Operations         |    | 318,450          | 335,704                                 |    | 331,287                               |    | 4,417      |
| 52 Security Services                        |    | 500              | 650                                     |    | 579                                   |    | 71         |
| 53 Data Processing Services                 |    | 0                | 22,035                                  |    | 22,034                                |    | 1          |
| Total Expenses                              |    | 1,288,120        | 1,415,584                               |    | 1,390,527                             |    | 25,057     |

was to

# **AUSTIN CAMPUS**

# BUDGETARY COMPARISON SCHEDULE

|                               | Budget A | mounts    |                | Variance             |
|-------------------------------|----------|-----------|----------------|----------------------|
|                               | Original | Final     | Actual Amounts | from Final<br>Budget |
|                               |          |           |                |                      |
| Change in Net Assets          | 98,803   | 268,360   | 314,816        | 46,456               |
| Net Assets, beginning of year | 4,535    | (215,321) | (213,808)      |                      |
| Net Assets, end of year       | 103,338  | 53,039    | 101,008        | 46,456               |

#### **HOUSTON ELEMENTARY CAMPUS**

# **BUDGETARY COMPARISON SCHEDULE**

|   |           | Budgeted Am | ounts | Variance     |            |
|---|-----------|-------------|-------|--------------|------------|
|   |           |             | •     | Actual       | from Final |
|   |           | Original    | Final | Amounts      | Budget     |
| Revenues                                    |           | 4.          |       |              |            |
| Local Support:                              |           |             |       |              |            |
| 5740 Other Revenues From Local Sources      | \$        | 0 \$        | 0 \$  | 91 \$        | 91         |
| Total Local Support                         |           | 0           | 0     | 91           | 91         |
| State Program Revenues:                     |           |             |       |              |            |
| 5810 Foundation School Program Act Revenues | s         | 0           | 0     | 93,562       | 93,562     |
| Total State Program Revenues                |           | 0           | 0     | 93,562       | 93,562     |
| Federal Program Revenues:                   |           |             |       |              |            |
| 5920 Federal Revenues Dist. By TEA          |           | 0           | 0     | 18,500       | 18,500     |
| Total Federal Program Revenues              | -         | 0           | 0     | 18,500       | 18,500     |
| Total Revenues                              |           | 0           | 0     | 112,153      | 112,153    |
| Expenses                                    |           |             |       |              |            |
| 11 Instruction                              |           | 0           | 0     | 174,400      | (174,400)  |
| 13 Curriculum and Staff Development         |           | 0           | 0     | 100          | (100)      |
| 35 Food Services                            |           | 0           | 0     | 5,298        | (5,298)    |
| 41 General Administration                   |           | 0           | 0     | 6,664        | (6,664)    |
| 51 Plant Maintenance and Operations         |           | 0           | 0     | 79,266       | (79,266)   |
| 52 Security and Monitoring Services         |           | 0           | 0     | 130          | (130)      |
| Total Expenses                              |           | 0           | 0     | 265,857      | (265,857)  |
| Change in Net Assets                        |           | 0           | 0     | (153,704)    | (153,704)  |
| Net Assets, end of year                     | <u>\$</u> | 0 \$        | 0 \$  | (153,704) \$ | (153,704)  |

# CÉRTIFIED PUBLIC ACCOUNTANTS 6750 W. LOOP SOUTH, SUITE 520 HOUSTON, TEXAS 77401 TEL: (713) 666-5900 FAX: (713) 666-1049

http://www.gomezandco.com

REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS

To The Board of Directors of Cosmos Foundation, INC. dba Harmony Science Academy Houston, Texas

We have audited the financial statements of Cosmos Foundation, INC. dba Harmony Science Academy (HSA) as of and for the year ended August 31, 2005 and have issued our report thereon dated December 2, 2005. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States.

#### Internal Control over Financial Reporting

In planning and performing our audit, we considered HSA, Inc.'s internal control over financial reporting in order to determine our auditing procedures for the purpose of expressing our opinion on the financial statements and not to provide an opinion on the internal control over financial reporting. Our consideration of the internal control over financial reporting that might be material weaknesses. A material weakness is a reportable condition in which the design or operation of one or more of the internal control components does not reduce to a relatively low level the risk that misstatements caused by error or fraud in amounts that would be material in relation to the financial statements being audited may occur and not be detected within a timely period by employees in the normal course of performing their assigned functions. We noted no matters involving the internal control over financial reporting and its operation that we considered to be material weaknesses.

However, we noted certain immaterial instances of noncompliance that we have reported to management of HSA, Inc.'s in a separate letter dated December 2, 2005.

#### Compliance and Other Matters

As part of obtaining reasonable assurance about whether HSA, Inc.'s financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grants, noncompliance with which could have a direct and material effect on the determination of financial statements amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under Government Auditing Standards.

This report is intended solely for the information and use of the audit committee, management, board of directors, and the federal awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

December 2, 2005

PEHCAN FOUNDATION

CERTIFIED PUBLIC ACCOUNTANTS 6750 W. LOOP SOUTH, SUITE 520 HOUSTON, TEXAS 77401

TEL: (713) 666-5900 FAX: (713) 666-1049 http://www.gomezandco.com

# REPORT ON COMPLIANCE WITH REQUIREMENTS APPLICABLE TO EACH MAJOR PROGRAM AND INTERNAL CONTROL OVER COMPLIANCE IN ACCORDANCE WITH OMB CIRCULAR A-133

To The Board of Directors of Cosmos Foundation, INC. dba Harmony Science Academy Houston, Texas

#### Compliance

We have audited the compliance of Cosmos Foundation, INC. dba Harmony Science Academy (HSA) with the types of compliance requirements described in the U.S. Office of Management and Budget (OMB) Circular A-133 Compliance Supplement that are applicable to each of its major federal programs for the year ended August 31, 2005. HSA, Inc.'s major federal programs are identified in the summary of auditor's result section of the accompanying schedule of findings and questioned costs. Compliance with the requirements of laws, regulations, contracts and grants applicable to each of its major federal programs is the responsibility of HSA, Inc.'s management. Our responsibility is to express an opinion on HSA, Inc.'s compliance based on our audit.

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in Government Auditing standards, issued by the Comptroller General of the United States; and OMB Circular A-133, "Audits of States, Local Governments, and Non-Profit Organizations." Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about HSA, Inc.'s compliance with those requirements and performing such other procedures, as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination on HSA, Inc.'s compliance with those requirements.

In our opinion, HSA, Inc. complied, in all material respects, with the requirements referred to above that are applicable to each of its major federal programs for the year ended August 31, 2005.

#### Internal Control over Compliance

The management of HSA, Inc. is responsible for establishing and maintaining effective internal control over compliance with requirements of laws, regulations, contracts and grants applicable to federal programs. In planning and performing our audit, we considered HSA, Inc.'s internal control over compliance with requirements that could have a direct and material effect on a major federal program in order to determine our auditing procedures for the purpose of expressing our opinion on compliance and to test and report on internal control over compliance in accordance with OMB Circular A-133.

Our consideration of the internal control over compliance would not necessarily disclose all matters in the internal control that might be material weaknesses. A material weakness is a reportable condition in which the design or operation of one or more of the internal control components does not reduce to a relatively low level the risk that noncompliance with the applicable requirements of law, regulations, contracts, and grants caused by error or fraud that would be material in relation to a major federal program being audited may occur and not be detected within a timely period by employees in the normal course of performing their assigned functions. We noted no matters involving the internal control over compliance and its operation that we consider to be material weaknesses.

This report is intended solely for the information and use of the audit committee, management, board of directors, and the federal awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

December 2, 2005 December 2, 2005

# COSMOS FOUNDATION, INC. dba HARMONY SCIENCE ACADEMY SCHEDULE OF FINDINGS AND QUESTIONED COSTS

#### FOR THE YEAR ENDED AUGUST 31, 2005

# Summary of Audit Results

- 1. Unqualified opinion issued on financial statements.
- 2. No reportable conditions or material weaknesses on internal control over financial statements.
- 3. No instances of noncompliance which is material to the financial statements.
- 4. No reportable conditions or material weaknesses on internal control over major programs.
- 5. Unqualified opinion issued on compliance with major programs.
- 6. The audit did not disclose any audit findings which are required to be reported under section .510 (a) of OMB A-133.
- 7. Major programs:

U.S. Department of Education
Passed – Through Texas Education Agency
Title I, Part A - Improving Basic Skills

CFDA Number 84.010A

- 8. A \$300,000.00 threshold was used to distinguish between Type A and Type B programs as described in section .520 (b) of OMB A-133.
- 9. Agency qualifies as a low-risk auditee.

| Current Year Findings   | Questioned Costs |
|---|------------------|
| No audit findings were noted as per governmental auditing standards and Section 510 (a) of OMB A-133  | <u>\$ -0-</u>    |
| Summary Schedule of Prior Year Findings   |                  |
| No audit findings were noted as per Section .300 (f) of OMB A-133 for the year ended August 31, 2004. | \$ <u>-0-</u>    |

# SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

| Federal Grantor/                                  | Federal | Pass - Through     |              |
|---|---------|--------------------|--------------|
| Pass - Through Grantor/                           | CFDA    | Entity Identifying | Federal      |
| Program Title                                     | Number  | Number             | Expenditures |
|   |         |                    |              |
| U.S. Department of Education                      |         |                    |              |
| Passed - Through Texas Education Agency:          |         |                    |              |
| ESEA, Title I, Part A                             | 84.010A | 05610101101846     | \$ 203,801   |
| IDEA - B, Formula                                 | 84.027A | 056600011018466600 | 116,687      |
| IDEA - B, Formula                                 | 84.027A | 056600042278166604 | 1,704        |
| Carl D. Perkins Basic Grant                       | 84.048A | 0542000610184604   | 4,383        |
| ESEA, Title IV, Part A - Safe & Drug-Free Schools | 84.186A | 05691001101846     | 5,060        |
| Public Charter Schools Grant                      | 84.282A | 045900067110002    | 70,000       |
| Public Charter Schools Grant                      | 84.282A | 055900017110005    | 18,500       |
| ESEA, Title V, Part A - Innovative Programs       | 84.298A | 05685001101846     | 3,163        |
| ESEA, Title II, Part D - Enhancing Education      | 84.318X | 05630001227816     | 5,486        |
| ESEA, Title II, Part A - Teacher & Principal      | 84.367A | 05694501101846     | 42,490       |
| Total U.S. Department of Education                |         | -                  | 471,274      |
| U.S. Department of Agriculture                    |         |                    |              |
| Passed - Through Texas Education Agency           |         |                    |              |
| Federal Food Service Reimbursement                |         |                    |              |
| Breakfast   | 10.553  | 71400401           | 2,739        |
| Breakfast   | 10.553  | 71400501           | 14,269       |
| Lunch   | 10.555  | 71300401           | 24,906       |
| Lunch   | 10.555  | 71300501           | 121,545      |
| Total U.S. Department of Agriculture              |         | _                  | 163,459      |
| Total Expenditures of Federal Awards              |         | <u> </u>           | 6 634,733    |

# COSMOS FOUNDATION, INC. dba HARMONY SCIENCE ACADEMY NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS FOT THE YEAR ENDED AUGUST 31, 2005

#### **NOTE 1 - SIGNIFICANT ACCOUNTING POLICIES**

#### Basis of Presentation

13: 40 E

The accompanying schedule of federal, state and local awards is prepared on the accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of OMB Circular A-133, "Audits of States, Local Governments, and Non-Profit Organizations." Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of, the basic financial statements.

**Attachment 32.a.3 follows** 



# HARMONY ELEMENTARY

9421 West Sam Houston Parkway S. Houston, TX 77099 Tel: 713.541.3030 Fax: 713.541.3032

12/09/2006

Louisiana Department of Education

Dear Sir/Madam,

I am delighted to hear that Cosmos Foundation is partnering with Pelican Education Foundation in the application process for opening charter schools in the state of Louisiana.

Harmony Elementary is a K-5 charter school operating in Houston, TX under Cosmos Foundation. We are serving 360 students in our second year of operation.

Cosmos Foundation successfully laid the foundation for the opening of our school in 2005. Our school is one of the nine Harmony schools in Texas started and run by Cosmos. Harmony schools have high accountability ratings and are well-embraced by the community.

I believe the partnership of Cosmos Foundation and Pelican Education Foundation will allow the interplay of diverse experiences and input from both organizations, which will result in valuable contribution to students of Louisiana.

Regards,

Ozgur\Ozer, M.Ed.

Principal



#### HARMONY SCIENCE ACADEMY-AUSTIN

930 E. Rundberg Ln. Austin, TX, 78753 Tel: 512.835.7900 Fax: 512.835.7901

12/11/2006

## To Louisiana Department of Education

This letter is to inform you that, I, on behalf of Harmony Science Academy-Austin, support Pelican Education Foundation's application to open open-enrollment charter school(s) in the state of Louisiana.

Harmony Science Academy-Austin is one of the open-enrollment charter schools that were opened by Cosmos Foundation in the state of Texas, serving grades 6-12.

Should you have any questions regarding my support, please contact me.

Kind regards

Milm

Kaan Camuz

Principal



# HARMONY SCHOOL OF EXCELLENCE

7340 N. Gessner Dr. Houston, TX 77040 ◆ Tel: 713.983.8668 Fax: 713.983.8667

December 10, 2006

Louisiana Department of Education

Dear Sir/Madam,

I, on the behalf of Harmony School of Excellence (HSE), am writing this letter in support of Cosmos-Pelican Partnership application for type-5 charter school application.

HSE is a new member of Harmony Science Academy system run by Cosmos Foundation. Harmony School of Excellence is serving grades K-12.

I believe Cosmos-Pelican Partnership has the adequate energy, and resources to create a conducive learning environment for the students of Louisiana.

Sincerely yours,

Kadir Almus, Principal

Harmony School of Excellence

b. A draft management agreement for the proposed school detailing scope of service, fees to be paid by the proposed school, annual review process and terms for contract renewal and termination.

The Support Service Agreement which addresses the relationship between the school and the management company follows.

#### SUPPORT SERVICES AGREEMENT

THIS MANAGEMENT AGREEMENT ("Agreement") is entered into effective as of 11/28/2006, by and between Cosmos Foundation, Inc., a Texas non-profit corporation ("Company") and Pelican Educational Foundation, a Louisiana non-profit corporation ("School").

#### WITNESSETH:

WHEREAS, the School is organized as a non-profit corporation under Louisiana RS 12:203 (the "Code"); and

WHEREAS, the School will enter into a five (5) year Charter School Contract with the State of Louisiana (the "Contract"); and

WHEREAS, the School desires the Company to perform the responsibilities outlined below.

NOW, THEREFORE, in consideration of their mutual promises and covenants, and intending to be legally bound hereby, the parties hereto agree as follows:

- 1. Term. The term of this Agreement shall be effective on 02-01-2007, and continue for seventeen (17) months. Thereafter, this Agreement will automatically renew for additional, successive one (1) year terms unless one party notifies the other party on or before the February 1st prior to the expiration of the then-current term of its intention to not renew this Agreement.
- 2. Contract. The School hereby contracts with the Company, to the extent permitted by law, to provide the School the functions outlined below relating to the provision of educational services and the operation of the School. The Company will provide the School the following services subject to the approval of the School's Board of Trustees:

#### a. Human Resources

- i. Interviewing, hiring and firing of employees, including international teachers;
- ii. Maintaining all such permits, licenses, approvals and authorizations in full force and effect and following any common law and any federal, state, regional, local or foreign law, rule, statute, ordinance, rule, order or regulation necessary to hire the employees.

#### b. Professional Development for School Boards

i. Ongoing training with respect to obligations of a non-profit Trustee and Charter School Trustee.

# <u>c. Professional Development for School Administrators and</u> <u>Teachers</u>

- i. Ongoing teacher training with respect to technology;
- ii. Training of employees, including the School principal, teachers and assistants through the services of the Company's professional and curriculum development staff;
- iii. The Company shall provide training in its methods, curriculum, program, and technology to all teaching personnel on a regular and continuous basis. Non-instructional personnel shall receive such training as the Company determines to be reasonable and necessary under the circumstances.

## d. Accreditation and Recognition (including Contract renewal)

 i. Consulting and liaison services with the Louisiana
 Department of Education and other governmental and quasigovernmental offices and agencies.

## e. Strategic Planning

- f. Curriculum Development, teaching techniques and testing:
- i. Curriculum and program development.

## g. Grant Writing

- i. Assistance in identifying and applying for grants;
- ii. The Company, from time to time hereafter, may apply for available grants in the name of the School, which will (A) provide additional funding to the School, (B) aid the School in fulfilling the terms of the Contract and/or (C) provide additional services and programs to the students;

#### SUPPORT SERVICES AGREEMENT

THIS MANAGEMENT AGREEMENT ("Agreement") is entered into effective as of 11/28/2006, by and between Cosmos Foundation, Inc., a Texas non-profit corporation ("Company") and Pelican Educational Foundation, a Louisiana non-profit corporation ("School").

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#### a. Human Resources

- i. Interviewing, hiring and firing of employees, including international teachers;
- ii. Maintaining all such permits, licenses, approvals and authorizations in full force and effect and following any common law and any federal, state, regional, local or foreign law, rule, statute, ordinance, rule, order or regulation necessary to hire the employees.

#### b. Professional Development for School Boards

i. Ongoing training with respect to obligations of a non-profit Trustee and Charter School Trustee.

# <u>c. Professional Development for School Administrators and</u> <u>Teachers</u>

- i. Ongoing teacher training with respect to technology;
- ii. Training of employees, including the School principal, teachers and assistants through the services of the Company's professional and curriculum development staff;
- iii. The Company shall provide training in its methods, curriculum, program, and technology to all teaching personnel on a regular and continuous basis. Non-instructional personnel shall receive such training as the Company determines to be reasonable and necessary under the circumstances.

## d. Accreditation and Recognition (including Contract renewal)

 i. Consulting and liaison services with the Louisiana
 Department of Education and other governmental and quasigovernmental offices and agencies.

## e. Strategic Planning

- f. Curriculum Development, teaching techniques and testing:
- i. Curriculum and program development.

## g. Grant Writing

- i. Assistance in identifying and applying for grants;
- ii. The Company, from time to time hereafter, may apply for available grants in the name of the School, which will (A) provide additional funding to the School, (B) aid the School in fulfilling the terms of the Contract and/or (C) provide additional services and programs to the students;

#### n. PR Services

i. Development and implementation of newspaper and radio advertisements.

#### o. Purchasing Services

- i. Company shall purchase or lease on behalf of the School requested furniture, computers, software, equipment, and other personal property necessary for the operation of the School; and
- ii. Company shall provide access to supply sources so the School can obtain centralized purchasing discounts where applicable and available.
- 3. Responsibility. In providing services required by this Agreement, the Company must observe and comply with all applicable federal, state and local statutes, and the Articles of Incorporation of the School, including, but not limited to, the requirement that the School maintain tax exempt status under Section 501(c)(3) of the Internal Revenue Code of 1986. The Company shall be responsible and accountable to the School's Board of Trustees for the administration, operation and performance of the School in accordance with the School's Contract to operate the School.
- 4. Subcontracts. Subject to approval by the Board of Trustees, the Company may subcontract services provided to the School.
- 5. Authority. The Company shall have authority and power necessary to undertake its responsibilities described in this Agreement except in the case(s) wherein such power may not be delegated by law.
- 6. Fees. All fees payable hereunder shall, at the Company's option, be made via electronic funds transfer. The School shall cooperate with the Company to set up and establish necessary accounts and procedures such that the School shall automatically transfer three Percent (3%) of the funds received from the State when such funds are immediately available in the School's accounts.
- 7. Termination by the School. The School may terminate this Agreement in the event the Company materially breaches this Agreement or the Contract and the Company does not cure said material breach within sixty (60) days of its receipt of written notice from the School, unless said breach cannot reasonably be cured within said sixty (60) day period, in which case, the Company shall promptly undertake and continue efforts to cure said material breach within a

reasonable time. Material Breach, without limitation, shall include:

- a. The Company files for bankruptcy or has a bankruptcy suit filed against it which is not dismissed within ninety (90) days, is insolvent, ceases its operations, admits in writing its inability to pay its debts when they become due or appoints a receiver for the benefit of its creditors.
- b. Failure to meet any of the material terms of the Contract.
- c. The parties agree in writing to terminate the Agreement.
- d. In the event the Company assigns this Agreement, the School may terminate this Agreement at the end of the then-current term of this Agreement on or before June 30th of that then-current term.
- 8. Termination by the Company. The Company may, at its option, terminate this Agreement in the event that the School materially breaches this Agreement, and the School does not cure said material breach within sixty (60) days of its receipt of written notice from the Company, unless said breach cannot reasonably be cured within said sixty (60) day period, in which case, the School shall promptly undertake and continue efforts to cure said material breach within a reasonable time. Material Breach, without limitation, shall include:
  - a. The School files for bankruptcy or has a bankruptcy suit filed against it which is not dismissed within ninety (90) days, is insolvent, ceases its operations, has its Contract terminated or not renewed, admits in writing its inability to pay its debts when they become due or appoints a receiver for the benefit of its creditors.
  - b. The parties agree in writing to terminate the Agreement.
  - c. The School fails to pay any fees due to the Company within 30 days of receiving written notice that such fees are overdue, excluding overdue payments resulting from a payment dispute between the School and any funding entity.
  - d. The School's assignment or attempted assignment of this Agreement without the prior written consent of the Company.
  - e. Termination of the Charter School Contract by the School or the State of Louisiana.
- 9. Duties upon Notice of Termination and Termination. Unless otherwise agreed in writing by the parties, in the event that the School notifies the Company of its intent not to renew this Agreement as provided in Paragraph 1 above, or

the School receives notice from State of Louisiana of its intention to terminate the School's Charter School Contract, the parties agree to continue School operations through the end of the School year or June 30th, whichever date is sooner ("Termination Date"); provided that the School continues to make the payments provided for in Section 6.

The Company's obligations under this Agreement and other expertise shall not cease until the Termination Date. The School shall pay to the Company all outstanding payments on or before the Termination Date. In the event that this Agreement is terminated during an academic year, the Company shall not impede the School's continuation of the academic year.

- 10. Indemnification. Except as otherwise stated in this Agreement, the School agrees to indemnify, defend and hold harmless the Company from any loss, cost, expense, obligation, liability, fee (including, but not limited to reasonable attorney fees) or other expenditures incurred by the Company as a result of any claims, actions or lawsuits brought against the Company as a result of the negligence, recklessness or intentional misconduct of the School. Likewise, except as otherwise stated in this Agreement, the Company agrees to indemnify, defend and hold harmless the School from any loss, cost, expense, obligation, liability, fee (including, but not limited to reasonable attorney fees) or other expenditures incurred by the School as a result of any claims, actions or lawsuits brought against the School as a result of the negligence, recklessness or intentional misconduct of the Company. This indemnification provision shall survive the termination of this Agreement.
- 11. Relationship of the Parties. The parties hereto acknowledge that their relationship is that of an independent contractor. No employee of either party shall be deemed an employee of the other party. Nothing contained herein shall be construed to create a partnership or joint venture between the parties.
- 12. No Third Party Beneficiaries. This Agreement and the provisions hereof are for the exclusive benefit of the parties hereto and not for the benefit of any third person, nor shall this Agreement be deemed to confer or have conferred any rights, express or implied, upon any third person.
- 13. Captions. Paragraph captions are used herein for reference only and are not intended, nor shall they be used, in interpreting this instrument.
- 14. Notices. Any notices to be provided hereunder shall be in writing and given by personal service, mailing the same by United States certified mail, return receipt requested, and postage prepaid, facsimile (provided a copy is sent by one of the other permitted methods of notice), or a nationally recognized overnight carrier, addressed as follows:

If to the Company, to: Cosmos Foundation, Inc.

9421 West Sam Houston Parkway S.

Houston, TX 77099

Attention: Dr. Ibrahim Sel Facsimile: 713-541 6872

If to the School, to: Pelican Educational Foundation, Inc.

7703 MENLO DRIVE

BATON ROUGE, LA 70808

Attn: Dr. Tevfik Kosar Facsimile: 509-753-7231

- <u>15. Severability.</u> The invalidity or unenforceability of any provision or clause hereof shall in no way effect the validity or enforceability of any other clause or provision hereof.
- 16. Waiver and Delay. No waiver or delay of any provision of this Agreement at any time will be deemed a waiver of any other provision of this Agreement at such time or will be deemed a waiver of such provision at any other time.
- <u>17. Governing Law.</u> This Agreement shall be governed by and construed in accordance with the laws of the State of Louisiana.
- 18. Assignment; Binding Agreement. Neither party shall assign this Agreement without the written consent of the other party, which consent shall not be unreasonably withheld or delayed; provided, however, that the Company may assign this Amended Agreement to a similarly situated and qualified affiliate without the consent of the School so long as such an assignment would not invalidate the School's charter school contract with the State of Louisiana. This Agreement shall be binding upon and inure to the benefit of the parties hereto and their respective successors and permitted assigns.
- 19. Amendment. This Agreement may not be modified or amended except by a writing signed by each party hereto.
- 20. Counterparts. This Agreement may be executed in several counterparts, with each counterpart deemed to be an original document and with all counterparts deemed to be one and the same instrument.

IN WITNESS WHEREOF, the parties hereto have set their hands by and through their duly authorized officers as of the date first above written.

SCHOOL:

Pelican Educational Foundation, Inc.

By:

Its:

COMPANY:

Cosmos Foundation, Inc.

By:

Its: Superintendent

Pelican-Cosmos Support Service Agreement

The specific information requested is as follows:

- 1. Term. The term of this Agreement shall be effective on 02-01-2007, and continue for seventeen (17) months. Thereafter, this Agreement will automatically renew for additional, successive one (1) year terms unless one party notifies the other party on or before the February 1st prior to the expiration of the then-current term of its intention to not renew this Agreement.
- <u>2. Scope.</u> The School hereby contracts with the Company, to the extent permitted by law, to provide the School the functions outlined below relating to the provision of educational services and the operation of the School. The Company will provide the School the following services subject to the approval of the School's Board of Trustees:
  - a. Human Resources
  - b. Professional Development for School Administrators and Teachers
  - c. Accreditation and Recognition (including Contract renewal)
  - d. Strategic Planning
  - e. Curriculum Development, teaching techniques and testing:
  - f. Grant Writing
  - g. After School Program Design
  - h. Technology Support
  - i. Database Management (student related)
  - j. Facility Management
  - k. Marketing materials
  - 1. Student recruitment
  - m. PR Services
  - n. Purchasing Services
- 3. Fees. All fees payable hereunder shall, at the Company's option, be made via electronic funds transfer. The School shall cooperate with the Company to set up and establish necessary accounts and procedures such that the School shall automatically

transfer three Percent (3%) of the funds received from the State when such funds are immediately available in the School's accounts.

- 4. Termination. The School may terminate this Agreement in the event the Company materially breaches this Agreement or the Contract and the Company does not cure said material breach within sixty (60) days of its receipt of written notice from the School, unless said breach cannot reasonably be cured within said sixty (60) day period, in which case, the Company shall promptly undertake and continue efforts to cure said material breach within a reasonable time. Material Breach, without limitation, shall include:
  - a. The Company files for bankruptcy or has a bankruptcy suit filed against it which is not dismissed within ninety (90) days, is insolvent, ceases its operations, admits in writing its inability to pay its debts when they become due or appoints a receiver for the benefit of its creditors.
  - b. Failure to meet any of the material terms of the Contract.
  - c. The parties agree in writing to terminate the Agreement.
  - d. In the event the Company assigns this Agreement, the School may terminate this Agreement at the end of the then-current term of this Agreement on or before June 30th of that then-current term.

# c. A detailed explanation of experience in working with the proposed target population.

Cosmos Foundation Inc., has been operating four successful charter schools in state of Texas. Harmony Science Academy-Houston was established in 2000 and rated exemplary in 2004 and 2005. Harmony Science Academy-Austin began operation in 2002 and was rated recognized in 2004 and 2005. Harmony Science Academy-Dallas commenced operations in 2004 and was rated recognized in 2005. Harmony Elementary School began operation in 2005, In fall 2006, 5 new schools began operations as Harmony School of Excellence-Houston, Harmony Science Academy-Fort Worth, Harmony Elementary-Austin, Harmony Science Academy-San Antonio, and Harmony Science Academy-El Paso. State Board of Education granted 4 new charters to be opened in fall 2007. These new schools will be located in Waco, Lubbock, College Station and Beaumont.

Moreover, Harmony Science Academy-Houston received Gold Performance Achievement Award for Improvement in Reading in 2002 and HSA-Austin received Gold Performance Achievement Award in Social Studies in 2004. HSA-Houston earned Gold Performance Acknowledgment in three categories; AP/IB Results, Commended Performance in Writing, and Commended Performance in Social Studies in 2005. HSA-Dallas received Gold Performance in Writing, Reading, and Social Studies and HSA-Austin received Gold Performance in Social Studies in 2005. The achievements of Harmony Schools have been acknowledged by many community members. Mr. Bill White, Mayor of City of Houston proclaimed Dec 4<sup>th</sup>, 2004 as Harmony Science Academy Day in Houston.

In addition, The National Association of State Title I Directors honored Harmony Science Academy-Houston (HSA-Houston) as a **National Title I Distinguished School** at their annual National Title I Conference in Dallas, Texas on Saturday, January 28, 2006. HSA-Houston was one of 2 schools selected in the state of Texas and one of 52 schools across the nation. These academically outstanding schools were selected for

outstanding results in one of two categories: 1- Exceptional student performance for two or more consecutive years or, 2- Closing the achievement gap between student groups. Currently approximately 80% of student body at Harmony Science Academies is composed of the minorities. This national award is a clear evidence of Harmony Model's capability to work with similar student profile in New Orleans. HSA-Houston received a certificate, a banner and has its story posted on a publication that describes all of the National Title I Award winners.

As briefly mentioned above, the success of Harmony School Model program has drawn state-wide and nationwide attention from different segments of the community. We believe that Cosmos Foundation's dedication, experience, expertise, and resources on our current schools will enable us to provide excellent services to the students and their families throughout the State of Louisiana.

Harmony Science Academies will share experience and know-how, with proposed schools in Louisiana, via a strong network comprised of administrators, teachers, parents, and students. Each district will join efforts in pursuing similar student goals with the highest expectations, but at the same time still serve the local needs of their population.

Ι

33. Discuss any fee-based commitments for partnerships or other relationships with community organizations or individuals that would enrich the learning opportunities of students in the school. Programs and partnerships that are described elsewhere in the Application should be documented by providing evidence and intent of services to be provided to the school. Evidence of support may include letters of intent, memoranda of understanding, and/or contracts. Response should clearly indicate the purpose, scope of services, and how the partnership supports the overall mission, school philosophy and education program.

In addition to the partnership with Cosmos Foundation the details of which are provided in the previous section, Section 32, a partnership agreement is entered into with Mr. Robert Roberts, "Project Return" to provide services to the students traumatized by the hurricane, especially those whose family situations remain traumatic. Relevant documents follow.

# 1. Documents about partnering with Dr. Roberts: □□□□□ec. e001 cfeg R D D $D \coprod D . K \coprod J$ $b \square w \square \square \square \square \square F \square \neg d \square \square \square \square \neg d \square h \square x \square \neg d \square h \square w \square k \square \square \neg d \square \square \square \square \square h \square \square \square \square$ N = b = e00i = d = w = k = m = m = m = m = K = m = m = d = m = dNow Office and Bellin Relief, Leminer. Of the control of the with dd III II d III d III. whall along an an an an an an an arriver year. Thank a wad a an an arriver year. $\Box$ h $\Box$ d $\Box$ $\Box$ . $R \square \square \square \square v$ , d rt w Q5d rt w

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The Reason why Dr. Roberts was selected:

Pelican Foundation is pleased to have partnership with Dr Robert E. Roberts, Executive Director, Project Return. He has been working with kids for long years and he has a very good reputation doing so. Pelican Foundation will partner and work with Dr. Roberts about the students traumatized by the hurricane, especially those whose family situations remain traumatic. Therefore, we look forward to have him serve our students and faculty in this respect. The reason why we choose Dr. Roberts is clearly understandable from his work history.

As "**Project Return**", Dr. Roberts has been working since 1993 to break the cycles of crime sensibly and without further harm using a revolutionary program. He uses storytelling, myth, ritual, and poetry to help ex-offenders re-enter life outside of prison. Utilizing Community Building as the central and critical activity, Project Return has demonstrated dramatically lowered rates of recidivism to prison for offenders with the highest risk factors for return relapse into drugs, crime and violence, and for many years was the only privately operated prisoner reentry program to be funded by the US Department of Justice. The program has been the subject of a documentary film, Road to Return, and has garnered widespread media attention, including front page articles in the NY Times and Los Angeles Times and a National Public Radio feature.

Recently, he has initiated a new program called "Saving Children in Crisis: Strengthening Teens through Community Building and Drama". The goal of this program is to create a replicable process for the recovery and transformation of distressed teenagers in disaster-affected areas, such as New Orleans in the aftermath of Hurricane Katrina, through building the bonds of community, remembering and strengthening their own gifts and resources for resilience, and expressing their gifts through drama.

The **expected outcomes** for youth participating in this innovative program were:

- 1. A sense of self-esteem and empowerment.
- 2. A sense of strengthened community and relationships.
- 3. Improved health.
- 4. Improved academic achievement.
- 5. Lowered truancy and drop-out rates.
- 6. Decreased school violence.
- 7. Attainment and enhancement of skills in creative arts.
- 8. A sense of a hopeful future.

The project utilized a replicable and accessible curriculum with a proven track record for displaced and non-displaced at-risk youth in schools and living communities outlining a process in **three phases:** 

- 1. **Community Building Workshop** to build bonds of trust, respect and compassion for the recognition, expression, and release of grief in order to affect closure to traumatic events and move on to remembering one's unique "gift" and purpose for bringing that gift to the world and community.
- 2. Dramatic Expression of Gift & Purpose to provide a creative outlet and voice to relevant social issues in the lives of youth and build new skills and knowledge in the dramatic and literary arts. Creation of dramatic piece(s) will build on narratives and themes central to the experiences of youth shared in the community building process. When possible, to perform the dramatic piece(s) in local community venues providing opportunities for youth in the program to engage in dialogue with other at-risk youth and their caregivers.
- 3. **Dissemination and Replication of Process** to offer training in the facilitation of the Community Building process and a how-to manual on the elements of community building, to make the process accessible and sustainable to any community where it is needed.

The further details of the program can be found in the attached document titled "Saving Children in Crisis: Strengthening Teens through Community Building and Drama".

Upon approval of Pelican Charter Schools, he is willing to apply the same or similar program for your students as well. He has been told to apply for funding from **Save the Children** for this type of programs anytime he has the opportunity. Therefore, he may even be able to offer these services to Pelican Foundation free of charge with a grant of Save the Children.

He understood our concerns that there will be students traumatized about Hurricane and even more their family situations. Therefore, he would love to serve to your students on this respect.

He will be helpful to Pelican Foundation students and staff on community building as well. His PhD is in Curriculum and Instruction has an emphasis on Social Foundation, Cooperative Learning & Group Process. My dissertation was on Community Building, Group Process Intervention Techniques. Therefore, as we discussed, he can closely work with Pelican Foundation members to form a well established community.

We believe this partnership will be very beneficial to both sides, and especially to the New Orleans students.

His Resume, and Saving Children in Crisis is attached.

# ROBERT E. ROBERTS

51 Yosemite Drive New Orleans, Louisiana 70131 (504) 452-5585

#### **Curriculum Vitae**

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## Saving Children in Crisis

### Strengthening Teens through Community Building and Drama

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### Total Expenses per Workshop \$5,100.00

|  | <b>Estimated</b> |
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| Phase I - Community Building Expenses per Workshop                             |                  |
| CB Workshop Facilitation & Setup Activities (Dr. Roberts) - 2 days @ \$400/day | \$800.00         |
| Workshop Facility Rental (3 days)  | \$1,000.00       |
| CB Workshop Facilitators(2) - \$1,000/workshop/facilitator                     | \$2,000.00       |
| Food - Refreshments for breaks & 2-3 lunches                                   | \$1,100.00       |
| Supplies   | \$200.00         |
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| Other - Travel & Lodging depending on location                                 |                  |
| Total  | \$5,100.00       |

| Optional Activities  |            |
|--|------------|
| Dr. Somé 1-day Workshop on Purpose and Giftedness (add travel)     | \$2,500.00 |
| Luther Gray - Drumming   | \$500.00   |
| Mindful Communication Workshop (1/2-day) \$400 per facilitator (2) | \$800.00   |
| Total  | \$3,800.00 |
| Optional Follow-through Activities                                 |            |
| Data Collection - Graduate Assistant                               | \$1,000.00 |
| Data Analysis - Dr. Roberts 4 days @ \$400/day                     | \$1,600.00 |
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| Total  | \$2,600.00 |

### References

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### Appendix I

## Overview of the Community Building Model

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## Appendix II

## **Project Return**

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### **EMPLOYMENT**

34. Provide a staffing chart for the school. The staffing chart should indicate Instructional and Non-Instructional personnel. Identify the number of classroom teachers, teaching aides or assistants, as well as any specialty teachers. Also, include details regarding the support and operational staff.

The following table show projected staffing for instructional and non-instructional personnel for the next five years.

|                              | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 |
|------------------------------|---------|---------|---------|---------|---------|
| <b>Grade Levels Served</b>   | K-8     | K-9     | K-10    | K-11    | K-12    |
| <b>Enrollment</b> (expected) | 450     | 500     | 550     | 600     | 650     |
| School Leaders               | 3       | 4       | 4       | 4       | 4       |
| <b>Business Manager</b>      | 1       | 1       | 1       | 1       | 1       |
| Counselor                    | 1       | 1       | 1       | 1       | 1       |
| <b>Curriculum Director</b>   | 1       | 1       | 1       | 1       | 1       |
| <b>Full-Time teachers</b>    | 26      | 28      | 32      | 35      | 38      |
| Sp. Ed. Teacher              | 3       | 3       | 3       | 4       | 4       |
| ESL teacher                  | 1       | 2       | 2       | 2       | 2       |
| Teacher's Aid                | 4       | 4       | 5       | 5       | 5       |
| Attendance Clerk             | 1       | 1       | 1       | 1       | 1       |
| Secretary                    | 1       | 2       | 2       | 2       | 2       |
| Nurse                        | 1       | 1       | 1       | 2       | 2       |
| Custodian                    | 1       | 1       | 1       | 1       | 1       |

35. Provide qualifications, credentials and resume of principal candidate. If principal has not been selected, identify the qualifications and experience level sought for principal. Also, provide details regarding plan to recruit school leader.

The Pelican Educational Foundation is an equal opportunity employer and it is the policy of the Pelican Educational Foundation to seek and employ the best qualified personnel without regard to race, religion, color, creed, national origin, citizenship, age, gender, marital status, or disability.

The foundation will seek to find strong, capable leaders to be effective in a charter school environment. The principal must have understanding and knowledge in the following areas: Organizational Leadership and Culture, Academic Leadership, Operations Management and Community Development. The principals and other school leaders must hold at least a bachelor's degree. The following points are characteristics of a principal who will be sought after: being a relentless achiever, demonstrating potential for instructional leadership, being self-aware, having respect for others, possessing the ability to prioritize, remaining flexible and inspiring others.

Qualifications for principals and other school leaders were explained in Section III Governance, Management, and Leadership (organizational chart and its narrative). Currently the foundation identified Mr. Guvercin as its principal of the proposed school. Pelican Foundation Board has seen Mr. Guvercin's remarkable leadership ability and has offered him Principal position in one of their schools. Mr. Guvercin was chosen because of his long term experience with charter schools. Mr. Guvercin has an impressive success history in a school community where he served with same demographics of New Orleans schools.

Mr. Guvercin has been a Math Teacher, Assistant Principal, Principal, and Superintendent of Dove Science Academy-Oklahoma City. His school has the similar philosophy and education programs with Harmony Science Academies of Texas. Mr. Guvercin started at Dove Science Academy as a teacher and Vice Principal in 2001. The school was a small one at that time. Therefore, he served as teacher, assistant principal

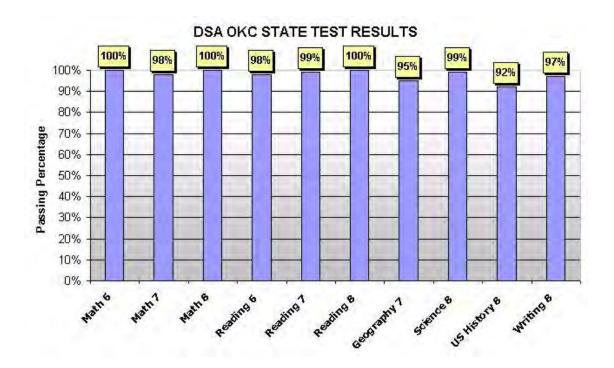
and Dean of Students dealing with discipline issues as well. The school can not be called as successful for the first year. Even though there was about 20% improvement in student scores on IOWA test, State test results was not a remarkable one. Being an inner-city school was a disadvantage, and 20% improvement of scores was not enough to take school's Academic Performance Index determined by state test results in Mathematics and Reading more than 465 out of 1500.

Second year, Mr. Guvercin was promoted to Principal position. He had to accomplish a lot. Because Dove Science Academy was in a very bad situation: student success was not met the previous year, financial audit had a lot of material findings, even there was a \$120,000 plus deficit coming from previous year, staff had changed more than 60%. At the end of the year the scene was all the way around. He had closed the deficit by fundraising from outside foundations, and from the school community. Academic Performance Index was increased to 901 out of 1500. There was a great success in Regional and State Science Fair competitions. Parental involvement was great and the school culture has been set up. Year by year those results are attached at the end of this bio.

In 2003-2004 he had a greater success at Dove Science Academy. Academic Performance Index was increased almost to top, 1393 out of possible 1500. This score placed Dove Science Academy First in Oklahoma City and Seventh in Oklahoma State. Moreover, school received State Team Championship in Science and Engineering Fair. 0% dropout rate was another great success of his leadership. 85% of parents had been visited at their home settings by teachers.

The same success has been repeated every year. But we have to talk about this year success separately. Dove Science Academy gained its full NCA accreditation in 2006. The visiting committee was impressed with the school program and shared vision among the staff. They have seen the proclamations from Governor Brad Henry and Mayor Mick Kornett stating March 5, 2005 as "Dove Science Academy Day" in State of Oklahoma and City of Oklahoma City due to great success hay have been receiving.

2006 was the best year in the history of Dove Science Academy. API scores have not been revealed yet but it looks like Dove is going to be number One in the State of Oklahoma. Because for grades 6-8 passing percentages in all students are:



Moreover, school has a new Gym built by Sky Foundation with the efforts of Mr. Guvercin. Brief information about Dove Science Academy attached below.

Dove Science Academy is a Charter school in Oklahoma City founded in 2001. We would like to share insight of school with its accomplishments. Dove Science Academy staff and parents are proud of their students.

Some Statistics of 2005-2006:

- ▶ 49.3% Male / 50.7 Female
- ▶ 10.7 % are Special Ed
- ▶ 47.3% are Bilingual
- ▶ 86.6% are Economically Disadvantage(previous year F/R count)
- ► 73.3 are Minority
- ▶ 96.2% Attendance Rate

With this in mind, please look over the outstanding strides our students have made in the short amount of time our school has been in operation. Enclosed you will find a list of all of our achievements, both academic and competitive.

### AWARDS FOR DOVE SCIENCE ACADEMY

Dove Science Academy ranked Number One School among the Oklahoma City Schools and Number Seven among Oklahoma Schools according to Academic Performance Index, determined by State Test results in 2004. DSA scored 1393 out of possible 1500.

DSA is **Team Champion** of Oklahoma State Science and Engineering Fair in 2004

March 5, 2005 is proclaimed as "Dove Science Academy Day" in the State of Oklahoma by Governor Brad Henry because of DSA's successes in 2004

March 5, 2005 is proclaimed as "Dove Science Academy Day" in the City of Oklahoma City by Mayor Mick Cornet because of DSA's successes in 2004

DSA is awarded with "Title I Excellence in closing the gap in reading" by Oklahoma State Department of Education including \$ 30,433.00 money award.

Harun Tosun's project is awarded with a Gold Medal in InfoMatrix, International Computer Project Competition, in April 2005.

This same project participated to Intel International Science and Engineering Fair in Phoenix May 2005.

### Oklahoma State Science and Engineering Fair

### 2004-2005

- 1<sup>st</sup> place in Behavioral Science OJAS Areli Hernandez
- 1<sup>st</sup> place in Math and Computer OJAS Jason Lugo
- 1<sup>st</sup> place in Botany ISEF – Karen Gonzalez
- 1<sup>st</sup> place in Math and Computer ISEF Jason Lugo
- 2<sup>nd</sup> place in Behavioral Science ISEF Areli Hernandez
- 3<sup>rd</sup> place in Math & Computer ISEF Gardeniz Arredondo
- 3<sup>rd</sup> place in Botany OJAS – Karen Gonzalez
- 5<sup>th</sup> place in Math & Computer ISEF Chris Howell
- 6 Special Awards from different organizations

### 2004-2005

- 1<sup>st</sup> place in Behavioral Science ISEF Adriana Wood
- 2<sup>nd</sup> place in Behavioral Science ISEF Rosa Armendariz
- 2<sup>nd</sup> place in Math & Computer OJAS Harun Tosun (HS)
  2<sup>nd</sup> place in Math & Computer OJAS Meagan Fulk (MS)
- 4<sup>th</sup> place in Math & Computer ISEF Harun Tosun (HS)
- 4<sup>th</sup> place in Math & Computer ISEF Meagan Fulk (MS)
- **10 Special** Awards from different organizations

### **2003-2004**

DSA is Team Champion of Oklahoma State Science and Engineering Fair in 2004

1<sup>st</sup> Place in Mathematics

1st Place in Computer

3<sup>rd</sup> Place in Mathematics

### 2002 - 2003

1<sup>st</sup> Place in Mathematics

3<sup>rd</sup> Place in Behavioral Science

3 Special Awards

### 2001 - 2002

1<sup>st</sup> Place in Mathematics

### Oklahoma City Science and Engineering Fair

### 2005 - 2006

9 First Places

6 Second Places

3 Third Places

10 Special Awards

1 Project to International Science Fair

### 2004 - 2005

7 First Places

6 Second Places

7 Third Places

10 Special Awards

1 Project to International Science Fair

### 2003 - 2004

3 First Places

10 Second Places

2 Third Places

21 Special Awards

Overall Best Project

### 2002 - 2003

- 3 First Places
- 3 Second Places
- 6 Third Places
- 1 Honorable Mention
- 2 Special Awards

### <u>2001- - 2002</u>

- 3 First Places
- 2 Second Places
- 3 Third Places

Overall 1<sup>st</sup> place in 6<sup>th</sup> grade

DSA has Soccer Team that has been Champion for two semesters in In-Door Soccer tournament in 2004. DSA also has Basketball Girls and Boys, Roller Hockey and Baseball teams playing with other small schools.

### Resume for Mustafa Guvercin

Mustafa Guvercin 2430 Caswell Lane Metairie, LA 70001

December 10, 2006

Ph: (504) 338-4447 Fax: (713) 777 8555

Email: mguvercin@hsatx.org

#### Education

## National Mongolian University, Ulaan Baatar M.S. in Mathematics

Jan 1999

Thesis: "Analyses of International Mathematics Olympiad Questions and Comparison with Mongolian National Olympiads"

## Middle East Technical University, Ankara B.S. Mathematics Education

**July 1995** 

Areas of Concentration: Secondary Mathematics Education

Minor: Mathematics, Physics

### **AWARDS and ACHIEVEMENTS**

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|-----------|--|---|
| 2006      | Dove Science Academy is ranked #1 Middle/High School in the State of Oklahoma according the State test scores with an Academic Performance Index (API) of 1466 out of possible 1500.   | ٠ |
| 2006      | 100% passing scores in Math on the Oklahoma Criterion Referenced Test for 6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup> graders in my school Dove Science Academy  | • |
| 2006      | 99% passing score in reading on Oklahoma CRT in year 2006 for 6 <sup>th</sup> , 7 <sup>th</sup> and 8 <sup>th</sup> graders in my school Dove Science Academy  | ٠ |
| 2006      | 99% passing In Science and 96% passing in Social Studies on the Oklahoma CRT in year 2006 for 6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup> graders in my school Dove Science Academy  | ٠ |
| 2006      | Dove Science Academy became fully NCA accredited school in 2006  | • |
| 2004-2005 | Dove Science Academy placed number one in Oklahoma City and number seven in Oklahoma State according to the test scores in 2004 during my administration   | • |
| 2005      | March 5, 2005 is proclaimed as "Dove Science Academy Day" in the State of Oklahoma by Governor Brad Henry  | ٠ |
| 2005      | March 5, 2005 is proclaimed as "Dove Science Academy Day" in City of Oklahoma City by Mayor Mick Kornett   | ٠ |
| 2006      | DSA received Academic Achievement Award, "Title I Excellence in closing the gap in reading and mathematics", from State Department of Education for high test scores during my administration in 2006. These awards include \$ 23,000.00 plus monetary award as well | ٠ |
| 2003-2006 | DSA received Academic Achievement Award, "Title I Excellence in closing the gap in reading", from State Department of Education for high test scores during my administration in 2005. These awards include \$30,500.00 monetary award as well.                      | ٠ |
| 2004      | DSA won many first second and third places in State and Regional Science Fairs during my administration.   | ٠ |
|           |  |   |

• DSA became State Team Champion in Oklahoma State Science and

|   | Engineering Fair in 2004.  | 2003-2006 |
|---|--|-----------|
| ٠ | Have clean financial audit during my administration at Dove Science Academy 2003-2006 every year.  | 2003      |
| ٠ | Raised \$ 120,000.00 for Dove Science Academy to close the deficit coming from the previous administration.  | 2000      |
| ٠ | I am honored as "Khundet Juukh" (the most valuable professor) teacher by<br>National University of Mongolia in June 2000. Highest degree a teacher<br>can get at University  | 1997-2000 |
| ٠ | 100% my students were admitted to Universities when they graduated from Ufuk Educational Foundation every year. These Universities are the top Universities of Mongolia, Russia, Japan, China, Turkey, Bulgaria, and Czechoslovakia and couple students to Universities in United States | 1998      |
| • | Student I coached ranked 3 <sup>rd</sup> in International Math Olympiads   | 1996-2000 |
| ٠ | Student I coached at UFUK Educational Foundation, took at least 3-4 medals each year from National Math Olympiads  | 1997-2000 |
| • | My school had been honored with first place in Nationwide Graduation<br>Exam in Mongolia in Mathematics for 3 consecutive years starting 1997  |           |

### **Teaching Experience**

### Harmony Science Academy, Houston, TX

### **Assistant Superintendent**

Responsibilities included but not limited to: Be knowledgeable about all aspects of the instructional program and analyze data to confirm continuous focus on improving student academic performance; Work with staff, board, Superintendent, and community to plan curriculum; Develop, evaluate, and revise the charter improvement plan annually with the input of all charter school committees; Compile reports and assist the board in the evaluation of the effectiveness of charter programs; Analyze periodic evaluations of programs and operations to establish improvements needed to attain goals of charter; Use a collaborative decision-making and problem solving process when possible; Encourage goal-oriented achievement and support the efforts of charter performance objectives (academic excellence indicators): Advise on the number and types of positions needed to fulfill the charter functions effectively and organize the charter's central administration; Employ non-contractual personnel. Advise contractual personnel of employment; Advise charter staff on pay systems, pay increases, or pay adjustments for personnel; Keep informed on laws and public policy dealing with education on the local, state, and federal level; Incorporate procedures and regulations to manage charter operations and apply policies adopted by the board; Compile and submit annual proposed budget to the Superintendent; Consult with all financial accounting staff and ensure that approved budget is being managed in accordance with policy; Ensure all state and federal requirements are met; Ensure that the charter facilities are maintained and that provisions are made for the safety of students, employees, and other users of charter facilities; Keep informed on the status of charter property, casualty, and workers' compensation loss experience to ensure that appropriate risk management and loss control strategies are employed. Closely work with Pelican Foundation with their Type 5 Charter School application for New Orleans; be liaison of Cosmos Foundation in Louisiana.

### Sept 2006-...

## Dove Science Academy, Oklahoma City, OK

### Superintendent/Director/CEO

#### 2005-2006

Responsibilities included but not limited to: Be knowledgeable about all aspects of the instructional program and analyze data to confirm continuous focus on improving student academic performance; Work with staff, board, parents, and community to plan curriculum; Develop, evaluate, and revise the charter improvement plan annually with the input of all charter school committees; Compile reports and assist the board in the evaluation of the effectiveness of charter programs; Analyze periodic evaluations of programs and operations to establish improvements needed to attain goals of charter; Use a collaborative decision-making and problem solving process when possible; Encourage goal-oriented achievement and support the efforts of charter performance objectives (academic excellence indicators); Advise on the number and types of positions needed to fulfill the charter functions effectively and organize the charter's central administration; Employ non-contractual personnel. Advise contractual personnel of employment; Designate assignments for all personnel. Exercise final authority over transfer of educators due to enrollment shifts or program needs; Designate the duties of all personnel; Oversee the staff evaluation program; Oversee the termination or suspension of employees or non-renewal of term-contract personnel; Terminate non-contractual personnel; Serve as a liaison between the board and staff; Advise charter staff on pay systems, pay increases, or pay adjustments for personnel; Administer pay systems; Keep informed on laws and public policy dealing with education on the local, state, and federal level; Incorporate procedures and regulations to manage charter operations and apply policies adopted

by the board; Compile and submit annual proposed budget to the charter board; Consult with all financial accounting staff and ensure that approved budget is being managed in accordance with policy; Ensure all state and federal requirements are met; Ensure that the charter facilities are maintained and that provisions are made for the safety of students, employees, and other users of charter facilities; Keep informed on the status of charter property, casualty, and workers' compensation loss experience to ensure that appropriate risk management and loss control strategies are employed.

## Dove Science Academy, Oklahoma City, OK Principal/COO

2002-2005

My duties included supervise and evaluate the performance of staff assigned to campus including assistant principal(s), teacher(s), counselor(s), librarian(s), instructional aides, clerical support staff, and custodians; Monitor instructional and managerial processes to ensure that program activities are related to program outcomes and use findings to take corrective actions; Regularly consult the campus-level committee about planning, operation, supervision, and evaluation of campus education program. Include students and community representatives when appropriate; Provide instructional resources and materials to support teaching staff in accomplishing instructional goals; Provide for two way communications with superintendent, staff, students, parents, and community; Build common vision for school improvement with staff. Direct planning activities and put programs in place with staff to ensure attainment of school's mission; Develop and set annual campus performance objectives for each of the Academic Excellence Indicators using the campus planning process and sitebased decision making committee; Interview, select, and orient new staff. Approve all personnel assigned to campus; Comply with district policies and state and federal laws and regulations affecting the schools; Develop campus budgets based on documented programs needs, estimated enrollment, personal, and other fiscal needs. Keep programs within budget limit; Compile, maintain, and file all physical and computerized report, records, and other documents required including accurate and timely reports of maximum attendance to requisition textbook; Ensure that school rules are uniformly observed and that student discipline is appropriate and equitable in accordance with Student code of Conduct and student handbook; Use appropriate and effective techniques to encourage community and parent involvement.

In-serviced teacher and staff at the beginning of each year. Explain them the mission and the vision of DSA; what is expected from them; rules and regulations, etc.

Presentation for parents of prospective students.

### Dove Science Academy, Oklahoma City, OK

### **Mathematics Teacher and Assistant Principal**

2001 - 2002

the position requires that the incumbent: Assist the Principal to direct and coordinate educational, administrative, and counseling activities of the school: develop and evaluate educational programs to ensure conformance to state and school board standards; develop and coordinate educational programs through meetings with staff, review of teacher's activities, and issuance of directives; conference with teachers, students and parents concerning educational and behavioral problems in school; establish and maintain relationship with colleges, community, organizations, and other schools to coordinate educational service; requisition and allocate supplies, equipment, and instructional materials as needed; directs preparation of class schedules, cumulative records, and attendance reports; observe and evaluate teacher performance; interview and hire teachers; walk about school building and property to monitor safety and security; plan and monitor school budget. I took on the role of principal in cases of emergencies and at any time principal is not available to perform the duties as principal. I also taught mathematics about 10 hours per week.

#### Harmony Science Academy, Houston, TX

### 2001

### **Mathematics Teacher**

The position required that the incumbent: Teach math courses to secondary students: Instruct students using various teaching methods, such as lecture and demonstration, and use audiovisual aids and other materials to supplement presentations. Prepare course objectives and outline for course of study following curriculum guidelines or requirements of school. Assign lessons and correct homework. Administer tests to evaluate pupil progress, record results, and issue reports to inform parents of progress. Keep attendance records. Maintain discipline in classroom. Meet with parents to discuss student progress and problems. Participate in faculty and professional meetings, educational conferences, and teacher training workshops. Perform related duties such as sponsoring one or more activities or student organizations, assisting pupils in selecting course of study, and counseling student in adjustment and academic problems.

### UFUK Educational Foundation, Ulaanbaatar, Mongolia

### Mathematics Teacher & Department Chair

1995 - 2000

I taught 6-12 math courses in this 5 year period. This includes Algebra 1, Algebra 2, Geometry, Trigonometry, Pre-Calculus, Calculus and Combinatorics & Probability. Prepared kids to Mongolian University Entrance exam and for other countries, too. (i.e. USA, Russia, Japan, Turkey)

In addition to that I coached students to National and International Math Olympiads with extra tutoring and advanced classes. These classes include Number Theory, Inequalities, Advanced Geometry and Combinatorics. Many of my students' placed 1st, 2nd and 3rd in National Math Olympiads, and one of them received bronze medal from International Mathematics Olympiads.

I served as the Head of Math Department for Ufuk Educational Foundation, which has four schools in Mongolia. My responsibilities included managing teacher's training seminars, curriculum, testing and measuring student's and teacher's achievement and teaching classes both native and non-native English speakers. I prepared Math curriculum from scratch; aligned the curriculum horizontally and vertically for Middle and High Schools; standardized the exams in that four schools.

I have been offered to teach at American College in Ulaan Baatar. I couldn't accept this offer because of my other obligations.

## **UB International School, Ulaanbaatar, Mongolia Mathematics Teacher**

1997-1998

I worked there as a part time teacher. My duties include instruction of Mathematics classes to 6-11 grade students in their Math works. The range of the classes was 6th grade math to Pre-Calculus.

### **Publications and papers**

University Entrance Preparation Question Bank in 1999, Mongolia. The book was recommended by Mongolian Department of Education and by all universities to all students in Mongolia. It was used as a reference book by Mongolian Universities for 3 years.

#### **SEMINARS/WORKSHOPS**

National Charter School Conference on Feb 28-March 3, 2006 Sacramento, CA. This was cosponsored and arranged by U.S. Department of Education and California Charter School Association.

National Charter Schools Conference on June 18-22, 2004, Miami, FL. This was sponsored and arranged by U.S. Department of Education.

OK-ACTS Educational Leadership Seminar February 2003. The workshop was about Leadership for School Principals and Superintendents designed by university of Oklahoma Education Department. I have completed the program with great success.

OK EPASS workshop in Oklahoma City. This was a College Board workshop about ACT preparation for High School kids.

State Department of Education's Annual Leadership Conference on July 17-19, 2002, Oklahoma City, OK. This was the first one. After this every year about the same time there was 3 day conference that I have attended them all. 2002-2006 every year Leadership conference.

National Math Olympiads of Mongolia, each may 1996-2000, Mongolia. Attend as a group leader of our schools and participated Olympiad Preparation seminars.

Charter Schools National Conference on June 19-22, 2002, Milwaukee, Wisconsin. This was named as No Child Left Behind Conference by U.S. Department of Education.

Charter Schools Conference of Texas in Jan 2001, Austin, TX.

### Memberships

- · Certified teacher in the State of Oklahoma in advanced mathematics, principal.
- Active member of Congressional Youth Leadership Council and the 2005 National Young Leaders State Conference Nominating Committee.
- Member of ASCD

- 36. Attach a copy of the proposed school personnel policy regarding teachers. Include the school's plan to ensure that teachers are state certified as provided by law and in compliance with highly qualified personnel under NCLB. Also include:
  - a. the procedures for hiring and dismissing school personnel;
  - b. the school's policy for hiring and evaluation of teachers, key school administrators and other employees;
  - c. a complete job description and responsibilities for all staff members; and
  - d. the procedure regarding the implementation of LA-R.S. 15:587.1 and BESE Policy for Charter Schools Relative To Criminal Offenses;
  - e. any employment benefits, including retirement, offered;
  - f. salary ranges for all employees; and
  - g. indicate plans for collective bargaining.

Following is the Personnel Handbook adopted by the foundation for the proposed charter school. This handbook includes answers to questions listed above.

Personnel Handbook (Policies and Procedures) February 2006

### 1. Purpose

The Pelican Educational Foundation and its proposed charter school ("the Academy") will adopt following employment policies and procedures, which are contained in this personnel handbook. This personnel handbook will be in effective upon approval of this charter.

The policies in this handbook are a source of information for employees who have questions about the Academy's personnel practices. These policies are not contractual in nature and may be unilaterally rescinded, revised, or added to by the Academy from time to time. Additionally, although management generally will follow these policies, the

Principal may, in his or her sole discretion, authorize deviations from or exceptions to these policies if, in the Principal's opinion, such a deviation or exception is warranted under the circumstances. The provisions of this handbook control over any contrary statements, representations, or assurances by any supervisory personnel.

This handbook is not to be construed as or declared to be a contract of employment by any employee of the Academy. Absent a written contract, the Academy is an at-will employer. As an at-will employee, any employee may voluntarily leave employment or may be terminated by the Academy at any time, for any or no reason, with or without notice.

This personnel handbook is the property of the Academy. All employees and trainees will be provided with a copy of the handbook and will be required to read and abide by it. While the Academy intends to notify employees whenever there has been a significant modification or addition to any of the policies in the handbook, the policies are subject to change at any time, with or without notice, at the Academy's sole discretion.

### 2. Code of Ethics

An effective educational program requires the services of men and women of integrity, high ideals, and human understanding. To maintain and promote these essentials, the Academy expects all professional staff members to maintain high standards in their working relationships, and in the performance of their professional duties, to: recognize basic dignities of all individuals with whom they interact in the performance of duties;

- A. represent accurately their qualifications;
- B. exercise due care to protect the mental and physical safety of students, colleagues, and subordinates;
- C. understand and apply the knowledge and skills appropriate to assigned responsibilities;
- D. keep in confidence legally confidential information as they may secure;
- E. ensure that their actions or those of another on their behalf are not made with specific intent or advancing private economic interests;
- F. retrain from using position or public property, or permitting another person to use an employee's position or public property for partisan political or religious purposes. (This will in no way limit constitutionally or legally protected rights as a citizen.);

G. avoid accepting anything of value offered by another for the purpose of influencing judgment.

### 3. Staff Dress and Grooming

All staff members set an example in dress and grooming for their students to follow. A professional staff member who understands this precept and adheres to it enlarges the importance of his/her task, presents an image of dignity, and encourages respect for authority. These factors act in a positive manner toward the maintenance of discipline.

The sponsoring entity ("the Board"), the Pelican Educational Foundation, retains the authority to specify the following dress and grooming guidelines for staff that will prevent such matters from having an adverse impact on the educational process. When performing duties, all staff members shall:

- A. be physically clean, neat, and well groomed;
- B. dress in a manner consistent with their professional responsibilities;
- C. dress in a manner that communicates to students a pride in personal appearance;
- D. dress in a manner that does not cause damage to the Academy property;
- E. groomed in such a way that their hair style or dress does not disrupt the educational process nor cause a health or safety hazard.

### 4. Drug-Free Workplace

The Board believes that quality education is not possible in an environment affected by drugs. It will seek, therefore, to establish and maintain an educational setting that is not tainted by the use or evidence of use of any controlled substance.

The Board shall not permit the manufacture, possession, use, distribution, or dispensing of any controlled substance, including alcohol, by any member of the professional staff at any time while on school property or while involved in any school-related activity or event. Any staff member who violates this policy shall be subject to disciplinary action in accordance with Board policy.

### 5. Sexual Harassment Policy

Because the Academy believes in the dignity of each person and values working in conditions that enhance that dignity, the Academy views sexual harassment and coercive sexual advances as unacceptable in the school workplace. Such behavior will not be tolerated or condoned.

Sexual harassment as defined by the Code of Federal Regulations is the:

"Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when: (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment; (2) submission to or rejection of such conduct by an individual is uses as the basis for employment decisions affecting such individual; or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environments.

Any employee who believes that he or she has been the subject of sexual harassment should report the alleged act to his or her immediate supervisor or the Principal or director, within-forty-eight (48) hours of the alleged incident. He/she should be specific in reporting the alleged offensive behavior. An investigation will be undertaken immediately depending upon the circumstances, by appropriate personnel. The investigation will be conducted as confidentially as possible under the particular circumstances in order to protect the interests of all involved. Employees should feel free to raise concern in this area without fear of retaliation.

The findings of the investigation will be discussed with the persons involved. Any employee who has been found to have sexually harassed another employee will be subject to appropriate discipline ranging from a written reprimand to be placed in his or her file up to and including termination depending on the circumstances.

Given the nature of this type of discrimination, false accusations of sexual harassment can have serious effects upon innocent men and women. The question of whether or not a particular action or incident is a purely personal social relationship without

discrimination will be determined by the facts of the matter. It is not the intent of the Academy to regulate the everyday working social interactions or relationships, but rather the coercive and unwanted conduct and harassment which are unacceptable.

All employees are expected to act responsibly to establish a pleasant working environment free of discrimination.

### 6. Solicitation and Distribution

There will be no soliciting of employees by other employees or any person anywhere on Academy property unless prior approval is obtained in writing from the Principal. This includes selling and delivery of merchandise (e.g., Girl Scout cookies, Tupperware, or tickets to fundraising events) and/or the distribution of literature, petitions, etc.

### 7. Intellectual Property Rights

Any materials created by staff members for use by the Academy, or produced using the staff or resources of the school, are works-for-hire and all intellectual property rights are vested in the school.

### **8. Equal Employment Opportunity**

The Board and administrators of the Academy shall not discriminate in the payment of wages on the basis of race, color, religion, gender, age, national origin or ancestry by paying wages to any employee at a rate less than the rate at which wages are paid to any other employee for equal work on jobs which require equal skill, effort and responsibility and which are performed under similar conditions, unless payment is made pursuant to the following: a seniority system;

- A. a merit system;
- B. a system which measures earnings by the quantity or quality of production;
- C. a wage rate differential determined by any factor other than race, color, religious, gender, age, national origin or ancestry.

### 9. Employment Status

Absent a written employment agreement, employment with the Academy is terminable at will, meaning that the employment relationship can be terminated by either the employee or the Academy at any time, with or without notice and with or without cause. The at-will nature of an individual's employment with the Academy may not be modified except by a written document approved by the Academy's Principal. Any express or implied agreements or assurances concerning the terms, conditions, or duration of an individual's employment with the Academy are not binding upon the Academy unless they are in writing, approved by the Principal.

### 10. Hiring and Rehiring Standards

The Academy believes that the quality of the professional staff determines the quality of education offered in the school. It is therefore the responsibility of the school Principal to locate, recruit and rehire the best-qualified teachers to meet the school's educational needs. Staff evaluation and selection shall be based on;  $\blacklozenge$  Strong academic preparation,  $\blacklozenge$  Professional competence,  $\blacklozenge$  Intellectual rigor,  $\blacklozenge$  Emotional maturity,  $\blacklozenge$  Enthusiastic professional attitude,  $\blacklozenge$  Knowledge of instructional practices,  $\blacklozenge$  Ability to contribute to the furtherance of the school's educational goals.

Attention shall be paid, among other factors, to the candidate's academic records, and his/her previous relevant experience. Staff must demonstrate that they are aware that children have many different family circumstances and that they are willing and able to provide the educational support that a diverse student population needs in school.

The Academy teaching staff members must fulfill their individual responsibilities and work in concert with the other members of the teaching team. The Principal of the school will be responsible for evaluation of the teachers and also advertising available jobs and soliciting applications from new qualified candidates. The Principal will evaluate the teachers and screen all applicants for vacancies and make recommendations to The Personnel Committee for hiring/rehiring. By a majority of votes, the Board shall approve employment for hiring/rehiring with the salary.

The Academy is committed to hire/rehire the individuals who are best qualified for the job without regard to race, gender, religion, nationality or handicap unrelated to the job.

#### 11. Personnel Files

**Personnel File:** The Academy personnel office maintains an official permanent record file for each employee.

**Contents:** Only that information which pertains to the professional role of the employee and submitted by duly authorized school administrative personnel and the Board may be entered in the official record file. This file should contain the following items and other employment documents and records:

◆ Application; ◆ Letter of Employment; ◆ Retirement registration; ◆ Applications for health insurance; ◆ Resume; ◆ Reference letters; ◆ Signed Consent Form for Fingerprinting Records Checks; ◆ Records Check; ◆ Teaching Certificates (copies); ◆ I-9 Immigration Form (completed after employment); ◆ W-4 forms; ◆ Search and Inspection Consent and Release Form.

**Employee Inspection Rights:** Upon request, the employee will be allowed to inspect his or her own file. Under state law employee has the right to copy his/her file, except for pre-employment recommendations and records and such other information as may be privileged under law and not subject to employee inspection.

Employees who wish to review their own personnel file shall; request access in writing; review the record in the presence of the administrator designated to maintain said records or designee; make no alterations or additions to the record nor remove any material there from. Employees who wish copies of material in their personnel file shall: request copies in writing; pay a copying fee of ten (10) cents per page.

Employees wishing to appeal material in their record shall make a request in writing to the Principal and specify therein: name and date; materials to be appealed; reason for appeal. The Principal shall make a determination within ninety (90) days of the appeal.

**Employment References:** The Academy provides references regarding former employment only if the Academy receives written authorization and release from the former employee. Otherwise, the Academy will only verify dates of employment, the position held, and rate of pay. Requests for references should be directed to the Principal.

### 12. Pay and Compensation

**Notification:** The Academy will give initially hired employees a letter of appointment stating their salary and conditions of employment.

**Payments:** One-twelfth of the total annual salary for monthly (salaried) employees is payable on the first working day of each calendar month beginning with the first month of the contract year. Employees released prior to the end of the contract year will receive a lump sum payment for the balance of money due on date of release.

**Benefits**: Employees who enter the Academy as members of the Teacher Retirement System of Louisiana (TRSL) will continue their participation. They will contribute at the rate established by TRSL. The Academy will make all employer contributions as required by TRS. The Academy will also make normal contributions for workers compensation insurance, and all other required payroll obligations of an employer.

All employees who are agreed to work twenty hours or more per week for a minimum of 187 days or its equivalent, will be eligible for insurance benefits. Details regarding insurance coverage should be available in the materials distributed regarding each plan.

**Salary Bonus:** If the school board determines there are sufficient funds over and above stated salaries, an appropriate salary bonus as determined by the Board, may be paid during the month of December or June to all salaried employees of the Academy.

### 13. Employee Leave

Whenever teachers or other school employees are going to be absent, they are to notify their supervisor as soon as possible so that appropriate substitute arrangements can be made.

**Travel:** The Principal shall authorize all trips involving out of Academy travel (on school days) by school employees or official school groups. Any employee or group expecting

reimbursement of travel expense must have approval of Academy office prior to incurring of said expenses.

**Jury Duty:** Any school employee who is officially called to serve on a jury will be compensated for the difference between his/her regular salary and the stipend paid for jury duty.

**Professional Leave:** Whenever a school employee is excused by authorized officials to attend any educational meetings, no deduction shall be made in the employee's salary for absence from school for attending such meeting and the employee shall not be required to pay the salary of the substitute.

Teacher's requests to attend workshops and conferences at the Academy expense and during the regular school term should be planned in cooperation with the Principal. Approval will be given to as many teachers as possible, funds permitting, to attend workshops and conferences in areas of their interest. The Board will endeavor to offer the opportunity to attend conferences and workshops to each teacher in the Academy on a rotational basis. The teacher who has most recently attended is to be given least priority in future opportunities.

**Personal Leave:** Employees will be allowed one day per year of personal leave at no cost to them and one day at the full cost of a substitute employee, whether a substitute is used or not.

**Sick Leave:** Employees contracted for more than twenty hours per week for a minimum of 187 days are allowed five days of sick leave per year (not cumulative).

For the serious illness of a husband, wife, minor or legal dependent of the employee or for life threatening illness of parents or non-dependent children, the Academy shall pay for a substitute teacher for up to five (5) days. In emergency situations, the employees may be granted additional time in which the employee will pay the cost of the substitute teacher and retain his/her salary. Exceptions go to the Principal.

The teacher shall furnish such evidence for the necessity of being absent from school as the Board may require. The Academy will discipline individuals who violate the intent of this policy. Employees will be allowed up to 20 days sick leave for maternity purposes, if

necessary. The Academy will allow the employee four weeks (28 consecutive days) from the date of the child's birth for maternity purposes, if absolutely necessary. This period of time includes weekends, vacations, and off-track time, as well as other non-contract days in the consecutive 28 days; of which, 20 days is the maximum allowed for sick leave. Employees are strongly encouraged to be cognizant of their professional responsibility to their students. Elective surgery is not covered under this sick leave policy.

For the death and burial of an immediate relative (husband, wife, child, mother, father, grandfather, grandmother, brother, sister) of the teacher or the teacher's husband or wife, five (5) days of the sick leave may be allowed. Absence beyond five days shall be at full loss of pay, unless special permission is granted by the Principal.

Non-emergency surgery, dental and doctor appointments should be scheduled at a time to avoid the missing of regular scheduled work. Exceptions must be approved by immediate supervisor.

# 14. Discipline and Termination

The Academy retains its right to discipline or terminate the employment of any employee at any time for any lawful reason, upon a showing of just cause.

With the exception of substitute employees and temporary employees (one year or less), these policies apply to all employees of the Academy, including certified, classified, and administrative personnel, and apply to all job-related activities of such employees.

**Bases for Disciplinary Action:** The following acts or omissions, among others which evidence unfitness to perform duties, by an employee in the scope of employment shall constitute grounds for disciplinary action:

- 1. Insubordination, including the willful refusal of an employee to perform an assignment or to comply with a directive given by the employee's supervisor.
- 2. Unprofessional job-related conduct.
- 3. Incompetence or inefficiency in the performance of duties as identified through due process procedures.
- 4. Corporal punishment of students.
- 5. Improper conduct toward students and other employees.
- 6. Conduct in violation of any Academy policy or established expectation of performance.

- 7. Conviction of a felony related to the employee's employment, or which seriously impairs the employee's ability to perform his or her assigned duties.
- 8. Serious misconduct related to the employee's job.
- 9. Abuse of the Academy's sick leave policy.
- 10. Excessive tardiness.
- 11. Excessive absenteeism.
- 12. Unexcused absences from work.
- 13. Gross negligence or gross carelessness in the performance of duties.
- 14. Use of Academy policy for personal gain.
- 15. Negligent or willful damage to Academy property.
- 16. Gross waste of Academy supplies or equipment.
- 17. Dishonesty or falsification of any information involving the Academy, including grades, credits, data on forms, employee records, or any other information involving the Academy.
- 18. Possession of alcohol or other intoxicants or illegal narcotics, or other controlled substances without prescription on school property or at any school function.
- 19. The use of or being under the influence of alcohol or other intoxicants or illegal narcotics, or other controlled substances without prescription on school property or at any school function.
- 20. Deliberate conduct which has the apparent purpose of exposing the Academy to censure, ridicule, or reproach.
- 21. Verbal and/or physical fighting on school premises or at any school related activities.
- 22. Falsification of records or data with intent to defraud.
- 23. Sexual misconduct that deviates from the ordinary standards of morality prevalent in the area served by the Academy.

# Persons Authorized to Initiate and Carry Out Disciplinary Actions:

- 1. Verbal and written warnings may be issued by the Board, or any director, principal, supervisor, administrator, or other supervisory personnel relative to employees under their jurisdiction.
- 2. Suspensions with and without pay, final warnings, probation, and dismissal may be administered only by the Principal and the School Board.

# **Suspension With or Without Pay and Notice of Intent to Dismiss:**

Suspension with or without pay and notice of intent to dismiss may be administered only by the Principal and the Board and may occur in those instances in which:

1. The misconduct is sufficiently serious as determined by the Principal to warrant the initiation of disciplinary action at this level, without prior disciplinary action.

- 2. In those cases where previous warnings were given and found to be ineffective to cause correction of the offensive conduct.
- 3. Remediation efforts have failed in those cases where such efforts were attempted.
- 4. The nature of the offensive conduct is such that dismissal appears to be the only solution to the problem.

# 15. Termination of Employment

**Resignation:** Employees who resign from the Academy should give at least two weeks' notice. The letter of resignation should state fully the reason(s) for leaving and should be turned in to the employee's supervisor.

Resigning employees will be given their final paychecks no later than the next regularly scheduled payday. All applicable mandatory and optional, authorized deductions will be made from the employee's last paycheck. The Academy reserves the right to pay the resigning employee for the notice period and accept the resignation immediately.

**Involuntary Termination of Employment:** Non-contract employment with the Academy is at-will and may be terminated by the Academy at any time with or without cause and with or without notice. Employees will be paid for all work performed through the effective date of the termination of their employment no later than the sixth day after they are discharged. All applicable mandatory, optional, and authorized deductions will be made from the employee's last paycheck.

## 16. Complaints

All employees are encouraged to bring their work-related problems or concerns to the immediate attention of their supervisors. In turn, Academy supervisors will try to reach a quick and fair solution. If, however, an employee is not satisfied with the supervisor's solution, he or she may bring the matter to the attention of the Principal.

# 17. Job Descriptions

The sponsoring entity will be incompliance with the *No Child Left Behind Act* and will seek to hire teachers that are highly qualified in core academic subjects area. Teachers who are employed at the proposed charter school will have minimum bachelor's degree and will demonstrate competency in the area of assignment. Special Education and

BE/ESL teacher will be certified or licensed in the area of assignment. Teaching faculty will be encouraged to seek Teacher's Certification during their employment at the school.

## **PRINCIPAL:**

Principal shall operate as chief operating officer to the sponsoring entity and the management company in orchestrating program and service delivery to students through teaching and auxiliary staff including the following duties:

# Supervisory Responsibilities:

Supervise and evaluate the performance of staff assigned to campus including assistant principal(s), teacher(s), counselor(s), librarian(s), instructional aides, clerical support staff, and custodians.

#### Skills:

- Knowledge of school law, finance, and curriculum.
- Able to manage personnel.
- Able to interpret policy, procedures, and data.
- Exceptional organizational, communication, public relations, and interpersonal skills.

# Working Conditions:

Maintain emotional control under stress. Occasional statewide travel; moderate bending, lifting kneeling, and stopping; frequent prolonged and irregular hours.

# Responsibilities and Duties:

# **Management:**

- Monitor instructional and managerial processes to ensure that program activities are related to program outcomes and use findings to take corrective actions.
- Regularly consult the campus-level committee about planning, operation, supervision, and evaluation of campus education program. Include students and community representatives when appropriate.

## **School or Organization Morale:**

- Provide instructional resources and materials to support teaching staff in accomplishing instructional goals.
- Foster collegiality and team building among staff members. Encourage their active enrolment in decision-making process.
- Provide for two way communications with the Board and the Management Company, staff, students, parents, and community.
- Communicate and promote expectations for high-level performance to staff and students. Recognize excellences and achievement
- Ensure the effective and quick resolution of conflicts

# **School or Organization Improvement**

- Build common vision for school improvement with staff. Direct planning activities and put programs in place with staff to ensure attainment of school's mission.
- Develop and set annual campus performance objectives for each of the Academic Excellence Indicators using the campus planning process and site-based decision making committee.
- Develop, maintain, and use information systems and records necessary to show campus progress on performance objectives addressing each Academic Excellence Indicator.

# **Personnel Management:**

- Interview, select, and orient new staff. Approve all personnel assigned to campus.
- Define expectation for staff performance with regard to instructional strategies, classroom management, and communication with public.
- Observe employee performance, record observations and conduct evaluation conferences with staff:
- Work with campus-level planning and decision-making committees to plan professional development activities.

# **Management of Fiscal, Administrative, Facilities Functions:**

- Comply with district policies and state and federal laws and regulations affecting the schools.
- Develop campus budgets based on documented programs needs, estimated enrollment, personal, and other fiscal needs. Keep programs within budget limit
- Maintain fiscal control. Accurately report fiscal information.
- Compile, maintain, and file all physical and computerized report, records, and other documents required including accurate and timely reports of maximum attendance to requisition textbook.
- Manage use of school facilities. Supervise maintenance of facilities to ensure a clean, orderly and safe campus.
- Direct and manage extra curricular and intramural programs. Including management of multiple activity funds.

# **Student Management:**

- Work with faculty and student to develop a student discipline management systems that results in positive student behavior and enhances the school climate.
- Ensure that school rules are uniformly observed and that student discipline is appropriate and equitable in accordance with Student code of Conduct and student handbook.
- Conduct conferences about student and school issues with parents, student, and teachers.

## **School or Community Relations:**

- Demonstrate awareness of school and community needs and initiate activities to meet those needs.
- Use appropriate and effective techniques to encourage community and parent involvement.

## **ASSISTANT PRINCIPALS:**

Assistant Principals will assist principal in instructional program administration, human resources organizations, student activities and services.

#### Skills:

- Working knowledge of charter operations.
- Exceptional organizational, communication and interpersonal skills.
- Capable of coordinating charter support operations.

# Responsibilities and Duties:

Share supervisory duties for charter professional staff with charter principal. Oversee teachers, custodians, paraprofessionals, clerical personnel and others as assigned.

## **Instructional Management**

- Assist in planning and assessing the educational programs.
- Encourage planning of innovative education programs, assist teachers in implementing such efforts when appropriate.
- Encourage the use of technology in the instructional process.

# **Charter Atmosphere**

- Encourage a constructive, thoughtful climate for learning.
- Promote fairness of students and staff from all cultural backgrounds.
- Communicate with students and staff in an effective manner.

# **Charter Improvement**

- Assist in organization of school improvement plan with staff, parents and community members.
- Help principal design, manage and implement information systems to manage and track progress on charter goals and academic excellence indicators.

# **Personnel Management**

- Hold employee evaluation conferences based on records of performance evaluation.
- Assist principal in interviewing, selecting and orienting new charter employees.

## Administration and Fiscal/Facilities Management

- Oversee charter operations in principal's absence.
- Assist in scheduling student activities by participating in the development of class schedules, teacher assignments and extracurricular activity schedules.
- Oversee student attendance records and assist the attendance clerk on truancy issues.
- Requisition supplies, textbooks and equipment; verify inventory; manage records; and confirm receipts for materials.
- Aid in safety drill practices and inspections.
- Manage support services including transportation, custodial and cafeteria.
- Abide by all federal and state laws that apply to charter schools, Commissioner's Rules that apply to charter schools and charter policy.

# **Student Management**

- Provide for supervision of students during non-instructional hours.
- Help students develop positive behavior through a student discipline management system.

- Provide for uniform enforcement of school rules and oversee appropriate and reasonable student discipline.
- Hold parent/teacher/student conferences in regard to student and school issues.
- Demonstrate use of productive and efficient skills to raise community and parent involvement.

## **BUSINESS MANAGER:**

The Primary Role and Purpose of the business manager is to oversee and maintain the operation of all financial and business affairs of the charter including accounting, payroll, purchasing, and risk management and act as the chief financial adviser to the sponsoring entity and the management company. Business manager must have an understanding of school accounting principals.

## Skills:

- Applicable knowledge of school finance, budgeting, accounting systems, and economics.
- Effective communication, public relations, and interpersonal skills.
- Knowledge of personal computers and software to compile spreadsheets, perform data analysis, and do word processing.
- Capable of interpreting policy, procedures, and data.
- Capable of managing budget and personnel.
- Capable of coordinating charter activities.

# Responsibilities and Duties:

# **Fiscal Management**

- Ensure the board is advised on the business affairs of the charter school.
- Analyze accounting practices, systems, and controls in all charter departments and advise on improvements in their structure, implementation, and maintenance.
- Manage a revolving auditing program for all funds and work with the charter's independent and internal auditors while conducting audits.
- Maintain accounting systems that comply with laws and regulations.
- Devise period cash flow analysis to determine cash available for investment and payment of bills.
- Manage charter investment portfolio.
- Supervise monthly bank settlement preparations for the operating, special revenue, debt service, construction, tax, cafeteria, and athletic accounts. Audit statements of vendor and payroll clearing accounts.
- Compile and enter all budget adjustments, additions, and deletions.
- Assess and authorize all purchase orders and check requests and manage budget by certifying availability of funds.
- Help with drafting of budget and assessing the long- and short-range objectives for the business operations of the charter.
- Oversee needs evaluation for the enhancement of the charter business operations.

- Collaborate with charter personnel to project student enrollments, staff needs, building and facilities needs, energy needs, capital equipment needs and other cost items for the charter and individual school improvement.
- Monitor the business office budget and see that programs are cost effective and funds are managed effectively.
- Act as charter leader to achieve cost-effective practices throughout the school.
- Confirm that business operations support the charter mission.

## **Documentation and Law**

- Ensure policies established by federal and state law that apply to charter schools, Commissioner's Rules that apply to charter schools, and local board policy in area of business operations are being followed.
- Manage all hardcopy and computerized reports, records, and other documents required.
- Compile and review monthly financial statements and budget reports.
- Draft comprehensive annual financial report.
- Compile semi-annual financial reports to LDE for submission.
- Draft quarterly and final reports for all federal funds.

# **Inventory**

- Ensure accurate computerized inventory records of all of the charter's assets.
- Maintain and direct sales of surplus salvage equipment for disposal.
- Oversee maintenance of replacement cost-asset inventory for insurance purposes.
- Receive and register bids, calculate results and draft written recommendations.
- Oversee the drafting of bids and bid specifications.

## **Personnel Management**

- Compile, check and revise business department job descriptions.
- Devise training options and/or improvement plans to maintain superior business operations.
- Assess job performance of employees to maintain effectiveness.
- Oversee personnel and make accurate recommendations in regards to assignments, retention, discipline, and dismissal.

# **Community Affairs**

• Show knowledge of charter and community needs and implement programs to meet those needs.

## Supervisory Responsibilities:

Supervise and assess the performance of the risk manager, purchasing manager,

bookkeeper, accounts payable clerk, and payroll clerk.

## Job Related Conditions:

- Maintain control in stressful situations.
- Travel may be required.
- Extended or irregular hours.

## **TEACHER:**

The primary role and purpose of a teacher is to provide students with appropriate educational activities and experiences that will enable them to fulfill their potential for intellectual, emotional, physical and social growth. Teachers will help students develop the skills necessary to be a productive member of society.

## **Skills:**

- Understanding of subjects assigned.
- Working knowledge of curriculum and instruction.
- Capable of instructing students and managing their behavior.
- Exceptional organizational, communication and interpersonal skills.

## Responsibilities and Duties:

# **Instructional Strategies**

- Design, write and use lesson plans that conform to the charters curriculum. Ensure written plans are available for review.
- Ensure lesson plans show modifications for differences in student learning styles.
- Teach instructional subjects according to guidelines established by LDE, charter polices and administrative regulations.
- Implement appropriate instructional and learning strategies, activities, materials and equipment to ensure comprehension of learning styles and student needs.
- Design instructional activities by using data from student learning style assessments.
- Collaborate with special education teachers on student Individual Education Plans to ensure all modifications are met.
- Collaborate with staff to determine charter requirement for the instructional goals, objective and methods.
- Produce and oversee teacher aide and volunteer assignments.
- Employ technology practices to strengthen the instructional process.

# **Growth and Development**

- Help students assess and enhance their study methods and habits.
- Produce formal and informal testing to evaluate student success.
- Coordinate and manage extracurricular duties as assigned. Sponsor outside activities approved by the charter principal.
- Serve as an example for students, support mission of charter.

# **Classroom Management and Organization**

- Prepare classroom to enhance learning and to aid in physical, social and emotional development of students.
- Control student behavior in agreement with the student handbook.
- Ensure necessary and reasonable measures are taken to protect students, equipment, materials and facilities.
- Provide input on book, equipment and material selection.

#### Communication

- Establish communication rapport with parents, students, principals and teachers through conferences.
- Create and maintain a professional relationship with colleagues, students, parents and community members.
- Present information accurately through clear communication skills.

#### **Professional**

• Enrich job skills through professional development activities.

#### Other

- Keep up to date on and abide by state and charter regulations and policies for classroom teachers.
- Gather, manage and file all reports, records and other documents required.
- Be active in faculty meeting and assist in staff committees as necessary.

#### Job Related Conditions:

- Maintain control in stressful situations.
- Extended hours may be required.
- Some lifting may be required.

# **SPECIAL EDUCATION TEACHER:**

The primary role and responsibility is to provide services to special education students with appropriate learning activities and experiences that will enable them to fulfill their potential for intellectual, emotional, physical and social growth. The Special Education teacher will develop student ability level instructional materials through modified curriculum and prepared lesson plans. Special Education teacher will conduct work in self-contained, team, departmental or itinerant capacity as necessary.

## Skills:

- Complete knowledge of special needs of students in assigned area.
- Complete knowledge of Individual Education Plan (IEP) goal setting process and implementation.
- Working knowledge of curriculum and instruction.

# Responsibilities and Duties:

## **Instructional Strategies**

- Work in conjunction with students, parents and other members of staff to develop IEPs through the committee process for each student assigned.
- Design, write and use instructional, therapeutic or skill development program for assigned students and ensure written plan is available for review.
- Ensure comprehension of learning styles and student needs are met through creation and implementation of appropriate instructional and learning strategies, activities, materials and equipment.

- Collaborate with classroom teacher on student IEP to ensure all modifications are met and help special education students in regular class when appropriate.
- Participate in IEP Committee meetings on an ongoing basis.
- Design instructional activities by using data from students learning styles assessment.
- Ensure IEP guidelines are met when presenting subject matter.
- Use an assortment of media and techniques to meet the needs and capabilities of each student assigned.
- Produce and oversee the teacher aide and volunteer assignments.
- Employ technology practices to strengthen the instructional process.

# **Growth and Development**

- Produce formal and informal testing to evaluate student success.
- Oversee or ensure personal care, medical care and feedings of students as stated in IEP.
- Manage and care for all extracurricular duties as assigned. Sponsor outside activities approved by charter principal.
- Serve as an example for students; support mission of charter.

## **Classroom Management**

- Prepare classroom to enhance learning and aid in the physical, social and emotional development of the students.
- Control student behavior and implement discipline plan. This includes handling crisis situations and physically restraining students as necessary according to IEP.
- Collaborate with the classroom teachers regarding student behavior management programs according to IEP.
- Collaborate with charter and outside resource people regarding education, social, medical and personal needs of student.
- Ensure necessary and reasonable measures are taken to protect students, equipment, materials and facilities.
- Provide input on books, equipment and material selection.

## Communication

- Ensure good communication rapport with parents, students, principals and teachers through conferences.
- Create and maintain a professional relationship with colleagues, students, parents and community members.
- Present information accurately through clear communication skills.

#### Other

- Enrich job skills through professional development activities.
- Keep up to date and abide by federal, state and charter policies for special education teachers.
- Gather, manage and file all reports, records and other documents required.
- Be active in faculty meetings and assist in staff committees as required.

## Job Related Conditions:

- Maintain control in stressful situations.
- Some lifting may be required.
- May be required to restrain students to control behavior.

# **SPECIAL EDUCATION AIDE:**

Primary role and purpose of a Special Education Aid is to provide assistance to the Special Education teacher for the physical and instructional needs of the charter student with disabilities in the special education program. The Special Education Aid will help implement educational programs, including self-help, behavior management and instructional programs for students. The Special Education Aid will work under direct supervision of a certified teacher and indirect supervision of the principal.

#### Skills:

- Capable of working with children with disabilities.
- Capable of following verbal and written instructions.
- Capable of communicating effectively.
- Able to use general office equipment.

# Responsibilities and Duties:

## **Instructional Support**

- Prepare educational materials and displays for the classroom with the assistance of the classroom teacher.
- Assist in keeping class neat and orderly.
- Assist teacher in handling administrative records and reports.
- Help substitute teachers with classroom layout, or other pertinent classroom management.
- Assist with inventory, care and maintenance of equipment.

## **Student Management**

- Help physically disabled students according to their needs, including but not limited to, transferring to and from wheelchairs, lifting or positioning.
- Help students with physical needs and personal care, including but not limited to, feeding, bathroom needs, and personal hygiene.
- Assist in student behavior management. This includes handling crisis situations and restraining disruptive or dangerous students as needed.
- Take responsibility for learning and conforming to each student's special medical, physical, communicative and emotional needs.
- Coordinate educational activities assigned by the teacher; help individual students or small groups.
- Assist in overseeing students throughout school day, inside and outside classroom. This includes lunchroom, bus and playground duty.
- Advise teacher on special needs or problems of individual students.

## Other

- Ensure confidentiality.
- Enhance job skills by participating with staff development programs.
- Be active in faculty meetings and special events as assigned.

## 18. Lesson Plans

The lesson plan is the basic teaching tool. It is valuable to the teacher because it tells where the learners are going, how they will get there, and when they will arrive. All teachers are expected to write lesson plans. Lesson plans shall be made available to the supervisor upon request.

#### Procedure:

- 1. **Overall yearly plan:** Provides an overview of the course in harmony with the school curriculum. It indicates the units to be taught and the time devoted.
- The daily lesson plan: A written account of what a teacher would like to have happen during a certain lesson or class period. It should contain the concept or objective, the time block, the procedure and the instructional materials needed.
- 3. **Substitute teacher plan:** Lesson plans for substitute teachers should be carefully planned and written in detail. Detailed plans give the substitute teacher a feeling of confidence and security. The lesson plans should be placed on the teacher's desk in plain view.
- 4. Each teacher should use the written plan that is most practical and usable for him/her. Lesson plans may be written in a lesson plan book, notebook, log, journal, etc.
- 5. The degree to which a teacher needs to engage in detailed lesson planning will depend upon the teacher's knowledge of the subject matter and the familiarity with course objectives. The first year teacher must realize that as a general rule, it will be necessary to plan in considerable more detail than the teacher with more experience and training.
- 6. Teachers should feel free to chart their own course (following the school curriculum). The plan should be practical and usable, be economical in terms of teacher time, and strengthen the educational program.

## **Important Parts of a Lesson Plan:**

- 1. Concept or objectives to be taught (tells the student what they will learn).
- 2. Time block (approximate time you expect to devote to lesson).
- 3. Procedure to be used (design for instruction).
- 4. Materials needed (student/teacher).
- 5. Questions (to check student understanding).
- 6. Independent practice (student time on task).

7. Evaluation (student understanding & application).

# 19. Procedure regarding the implementation of LA-R.S. 15:587.1 and BESE Policy for Charter Schools Relative to Criminal Offenses;

In the hiring process, the Academy shall request in writing that the Louisiana Bureau of Criminal Identification and Information supply information to ascertain whether an applicant for employment who might reasonably be expected to be placed in a position of supervisory or disciplinary authority over school children, has been convicted of, or pled no contest to, any one or more of the crimes enumerated in R.S. 15:5871.1. If it is ascertained that an applicant has pled no contest or was convicted of one of these crimes, the applicant will not be hired.

The Academy will dismiss any permanent teacher or any other school employee having supervisory or disciplinary authority over school children, if such teacher or other employee is convicted of, or pled no contest to, any crime listed in R.S. 15:L587.1(c) except R.S. 14:74.

The academy will establish regulations, requirements, and procedures consistent with the provisions of R.S. 15:587.1 under which the school systems shall determine whether an applicant or employee has been convicted of or plead no contest to crimes listed in R.S. 15:587.1(C), except R.S. 14:74.

- The Academy will set the requirement and the procedure for the submission of a person's fingerprints prior to employment of such person.
- In addition, all persons to be employed by and/or designated to work within a public charter school must undergo an appropriate criminal history check. Any such person who has been convicted of or has pleaded no contest to a crime listed in R.S. 15:587.1(c) shall not be hired by the school.

Any member of a charter school's management board shall also undergo an appropriate criminal background check. Any such member of the management board who has been convicted of or has pleaded no contest to a crime related to misappropriation of funds or theft shall not be engaged in direct processing of charter school funds.

# 20. Employee Acknowledgement

I have received a copy of and have read the foregoing the Academy Personnel Handbook and am familiar with its terms. I understand that it is not a binding contract, but a source of information and a set of guidelines for implementation of personnel policies. I understand that Academy can unilaterally rescind, modify, or make exceptions to any of these policies, or adopt new policies, at any time. I also understand that the provisions of this Handbook will control over any contrary statements, representations or assurances made by any supervisory personnel except the Principal.

I also understand that notwithstanding any of the provisions of this handbook, I am employed on an at-will base. Accordingly, my employment may be terminated at any time, by me or by Academy, with or without notice and with or without cause. I further understand that at-will nature of my employment with the Academy may not be modified except by a written document signed by the Principal who I understand is the only individual with authority to make such modifications on behalf of Academy, and that any agreement or assurances concerning terms conditions or duration of my employment are not binding upon the Academy unless they are in writing, signed by the principal.

| Employee's signature | Printed name | Date |
|----------------------|--------------|------|

Please sign this page and return it to the Principal ASAP. A copy of this acknowledgement will be retained in your personnel file.

## **Salary Schedule**

The compensation level for teachers at the proposed charter school will be comparable to the pay scale used by Orleans Parish, which compensates according to level of education and years in the classroom. The proposed charter school will use a salary range for its employees for a greater flexibility to appeal highly qualified teacher.

| Teacher salary schedule for the proposed charter school (12 months) |                   |                |               |  |  |
|---|-------------------|----------------|---------------|--|--|
| Experience  | Teachers          |                |               |  |  |
| in years  | Bachelors Masters |                | Doctorate     |  |  |
| 0   | \$28,500-31,000   | 30,500-32,500  | 31,500-35,500 |  |  |
| 1   | \$29,000-31,500   | 31,000-33,500  | 32,600-37,500 |  |  |
| 2   | \$30,000-32,500   | 31,500-35,000  | 33,500-38,500 |  |  |
| 3   | \$30,500-33,000   | 32,500-36,000  | 34,000-39,500 |  |  |
| 4 - 6   | \$31,000-36,000   | 33,000-38,500  | 35,000-41,500 |  |  |
| 7 - 9   | \$34,000-42,000   | 35,500-39,500  | 37,500-45,000 |  |  |
| 10 - 13   | \$37,000-45,500   | 38,500-43,500  | 40,500-46,500 |  |  |
| 14 - 17   | \$41,000-47,000   | 42,500-47,000  | 43,800-48,000 |  |  |
| 18 - 20   | \$42,500-49,500   | 43,500-49,5000 | 44,600-52,500 |  |  |
| 20+   | 43,500+           | 44,500+        | 45,000+       |  |  |

School administrators (i.e., the principal, assistant principals, and the business manager) will earn a salary comparable to that of other Principals in Orleans Parish. The salary range for the administrators will be between \$51,000 and \$75,000.

# **OPERATIONAL MANAGEMENT**

37. Develop a chart that fully describes the school's start-up plan and timeline; the timeline should provide responsible parties and activities that will be required to implement this school plan from approval to opening (February – September 2007).

| PELICAN EDUCATION FOUNDATION PROPOSED TYPE V CHARTER SCHOOL To Start in FEBRUARY 2007 START UP PLAN |           |           |                           |  |  |  |                          |               |             |                     |           |
|---|-----------|-----------|---------------------------|--|--|--|--------------------------|---------------|-------------|---------------------|-----------|
|   |           |           |                           |  |  |  |                          | START<br>DATE | END<br>DATE | PERSON IN<br>CHARGE | FOLLOW-UP |
|   |           |           |                           |  |  |  | INSTRUCTION & ASSESSMENT |               |             |                     |           |
| Review charter goals and instructional framework  | 5/1/2007  | 5/4/2007  | Curriculum<br>Coordinator | Reports to the Principal   |  |  |                          |               |             |                     |           |
| Develop detailed goals/standards/objectives   | 5/7/2007  | 5/11/2007 | Curriculum<br>Coordinator | Reports to the Principal   |  |  |                          |               |             |                     |           |
| Instructional program detail  | 5/14/2007 | 5/25/2007 | Curriculum<br>Coordinator | Principals reviews and report to the Board                               |  |  |                          |               |             |                     |           |
| Identify & secure instructional materials & technology  | 5/21/2007 | 6/22/2007 | Curriculum<br>Coordinator | Principal monitors the purchase of these materials                       |  |  |                          |               |             |                     |           |
| Develop assessment plan   | 6/11/2007 | 6/22/2007 | Curriculum<br>Coordinator | Reports to the Principal   |  |  |                          |               |             |                     |           |
| School calendar & schedule  | 6/25/2007 | 6/29/2007 | Curriculum<br>Coordinator | Principal reviews and report to the Board                                |  |  |                          |               |             |                     |           |
| Address special needs student issues (special education, limited-English proficient, etc.)          | 7/2/2007  | 8/10/2007 | Curriculum<br>Coordinator | Principal reviews and report to the Board                                |  |  |                          |               |             |                     |           |
| Classroom/learning<br>environment configuration and<br>Set Up                                       | 8/13/2007 | 8/17/2007 | Curriculum<br>Coordinator | Reports to the Principal   |  |  |                          |               |             |                     |           |
| Staff orientation & development   | 8/20/2007 | 8/24/2007 | Curriculum<br>Coordinator | Principal closely monitors and reviews the program prior to the function |  |  |                          |               |             |                     |           |
| STAFFING  |           |           |                           |  |  |  |                          |               |             |                     |           |
| Develop needs assessment  | 3/5/2007  | 3/16/2007 | Principal                 | Reports to the Hiring Committee  |  |  |                          |               |             |                     |           |
| Identify options & plan recruitment/selection   | 3/19/2007 | 4/10/2007 | Principal                 | Works with the Hiring<br>Committee                                       |  |  |                          |               |             |                     |           |
| Develop personnel policies & contracts  | 4/13/2007 | 5/18/2007 | Principal                 | Reports to the Board for approval  |  |  |                          |               |             |                     |           |
| Organizational chart & job descriptions   | 5/21/2007 | 5/25/2007 | Principal                 | Reports to the Board for approval  |  |  |                          |               |             |                     |           |
| Develop staff selection   | 5/28/2007 | 6/1/2007  | Principal                 | Reports to the Hiring  |  |  |                          |               |             |                     |           |

| process   |           |           |                             | Committee  |
|---|-----------|-----------|-----------------------------|--|
| Post & recruit needed staff                         | 6/4/2007  | 6/29/2007 | Principal                   | Works with the Hiring Committee  |
| Establish year 1 staff development plan             | 6/25/2007 | 6/29/2007 | Principal                   | Reports to the Board for approval  |
| Paper screen candidates                             | 7/2/2007  | 7/13/2007 | Principal                   | Works with the Hiring<br>Committee                                       |
| Interview & background checks                       | 7/16/2007 | 7/27/2006 | Principal                   | Works with the Hiring<br>Committee                                       |
| Finalize selections                                 | 7/30/2007 | 8/3/2007  | Principal                   | Works with the Hiring<br>Committee                                       |
| Criminal background check & fingerprinting          | 8/6/2007  | 8/10/2007 | Principal                   | Reports to the Board   |
| Hire & contract                                     | 8/13/2007 | 8/17/2007 | Principal                   | Works with Hiring<br>Committee and reports to<br>the Board               |
| Orientation & planning                              | 8/20/2007 | 8/31/2007 | Principal                   | Works with Curriculum Coordinator  |
| Recruit contract service providers                  | 6/4/2007  | 6/22/2007 | Principal                   | Reports to the Board for approval  |
| STUDENTS & PARENTS                                  |           |           |                             |  |
| Review charter terms                                | 2/5/2007  | 2/9/2007  | Principal                   | Works with Policy Development Committee                                  |
| Develop parent participation & involvement policies | 2/12/2007 | 2/16/2007 | Principal                   | Reports to the Board for approval  |
| Develop student & parent policies & handbook        | 2/19/2007 | 2/23/2007 | Principal                   | Works with Policy<br>Development Committee                               |
| Develop student information systems                 | 3/5/2007  | 3/9/2007  | Principal                   | Reports to the Board for approval  |
| Develop marketing & outreach plan and materials     | 2/26/2007 | 3/2/2007  | Principal                   | Works with outreach committee  |
| Implement marketing & outreach plan                 | 3/5/2007  | 3/16/2007 | Principal                   | Works with outreach committee  |
| Accept applications                                 | 3/19/2007 | 4/13/2007 | Principal                   | Receives help from the administrative assistant and reports to the Board |
| Conduct enrollment lottery                          | 4/16/2007 | 4/16/2007 | Principal                   | Reports to the Board   |
| Registration  | 4/17/2007 | 5/4/2007  | Administrative<br>Assistant | Principal monitors and informs the Board                                 |
| Parent & student orientation                        | 8/29/2007 | 8/31/2007 | Principal                   | Informs the Board  |
| FINANCE & OPERATIONS                                |           |           |                             |  |
| Establish interim fiscal system                     | 2/1/2007  | 2/2/2007  | Principal                   | Works with Board treasurer   |
| Develop planning budget                             | 2/5/2007  | 2/9/2007  | Principal                   | Works with Budget<br>Committee and reports to<br>the Board for approval  |
| Develop & initiate fundraising plans                | 2/12/2007 | 2/16/2007 | Board<br>Treasurer          | Works with other members   |

| Establish budget development & oversight system      | 2/19/2007 | 2/20/2007 | Board<br>Treasurer | Reports to the Board for approval                                       |
|--|-----------|-----------|--------------------|---|
| Establish accounting system                          | 2/21/2007 | 2/23/2007 | Board<br>Treasurer | Reports to the Board for approval                                       |
| Develop internal controls & fiscal policies          | 2/26/2007 | 3/2/2007  | Board<br>Treasurer | Reports to the Board for approval                                       |
| Establish payroll system                             | 2/5/2007  | 2/9/2007  | Board<br>Treasurer | Reports to the Board for approval                                       |
| Establish staff benefits                             | 2/5/2007  | 2/9/2007  | Board<br>Treasurer | Reports to the Board for approval                                       |
| Develop & monitor cash flow plan                     | 2/12/2007 | 2/16/2007 | Board<br>Treasurer | Reports to the Board for approval                                       |
| Establish banking arrangements                       | 2/5/2007  | 2/6/2007  | Board<br>Treasurer | Reports to the Board for approval                                       |
| Establish food services                              | 6/4/2007  | 6/22/2007 | Board<br>Treasurer | Reports to the Board for approval                                       |
| Establish transportation services                    | 6/4/2007  | 6/22/2007 | Board<br>Treasurer | Reports to the Board for approval                                       |
| FACILITIES   |           |           |                    |   |
| Visit proposed building                              | 2/5/2007  | 2/16/2007 | Principal          | Works with Facility<br>Committee  |
| Review needs assessment                              | 2/19/2007 | 2/23/2007 | Principal          | Works with Facility<br>Committee  |
| Code, fire, & safety review                          | 2/26/2007 | 3/9/2007  | Principal          | Works with Facility<br>Committee  |
| Renovations, repairs & construction                  | 3/19/2007 | 4/27/2007 | Principal          | Works with Facility Committee. The duration depends on the actual needs |
| Cosmetic preparation                                 | 4/30/2007 | 5/18/2007 | Principal          | Works with other board members and volunteers                           |
| Technology installation                              | 4/30/2007 | 5/25/2007 | Principal          | Works with Facility<br>Committee  |
| Purchase & move-in furnishings                       | 4/30/2007 | 6/1/2007  | Principal          | Works with Purchasing Committee   |
| Arrange classrooms/instructional & work environments | 6/4/2007  | 6/8/2007  | Principal          | Works with other board members and volunteers                           |
| Custodial arrangements                               | 6/4/2007  | 6/15/2007 | Principal          | Reports to the Board for approval                                       |
| Property insurance & security                        | 4/30/2007 | 5/11/2007 | Board<br>Treasurer | Reports to the Board for approval                                       |

- 38. Provide the cost structure for the services listed below and the company and/or organization providing service; indicate service provider's relative experience in service delivery and relevant qualifications.
  - a. Describe the school's plan for transportation.

Pelican intends to join RSD's transportation contract with LAIDLAW. Transportation cost of \$3.02 per student per day is budgeted to pay for this service.

b. Discuss the school's plan for food service.

Pelican intends to join RSD's transportation contract with SODEXHO SCHOOL SERVICES. Transportation cost of \$3.74 per student per day is budgeted to pay for this service.

c. Indicate the accessibility and types of health services that will be provided.

Pelican considers providing health services in-house. A nurse will be employed for this purpose. The number of nurses will be increased to 2 in the third year to parallel the increase in the student numbers.

d. Discuss how the school will handle accounting, payroll, and associated back office support.

As explained in Section 32, Cosmos Foundation will provide services to assist the business manager for accounting, payroll and associate back office support.

e. Provide an insurance quote/letter of intent that describes the level of insurance coverage that will be obtained. (See *Appendix M* for more information).

Many well-known insurance companies in New Orleans (such as State Farm Insurance, American National Insurance etc.) do not want to provide property insurance for the charter school buildings in New Orleans. And several others can provide property insurance only to a certain type of buildings (eg. concrete construction), but not others (eg. brick construction).

After a long search and negotiations with insurance companies, two New Orleans based insurance companies have agreed to work with Pelican Foundation on this. These companies are:

## 1. Stiel Insurance Services of New Orleans

Address: P O Box 55108, Metairie, LA 70055 Phone: 504.832.5733 Fax: 504.831.3604

Contacted Agent: Elson Delaune

# 2. Lodrigues & Associates Llc

Address: 500 Hickory Avenue, New Orleans, LA 70123

Phone: (504) 737-1252

Contacted agent: Paula Lodrigues

These insurance agencies will soon schedule a site visit to the proposed buildings by Pelican Schools and provide us with a detailed quote.

The quotes will include:

- 1. Workmen's Compensation insurance and employers' liability insurance with a minimum limit of \$100,000.
- 2. Comprehensive General Liability insurance with a minimum combined single limit of \$1,000.000 each occurrence.
- 3. Property Insurance for the following buildings:
  - Walter Cohen Sr. High School
  - John F Kennedy Sr High School
  - Penny Williams Middle High School
  - Mc Donough 42 Elementary School
  - William J Guste Elementary School
  - Marion Abramson Sr High School
- 4. Errors and Omissions Liability Insurance with following limits:
  - The maximum deductible will notexceed \$10,000 per claim.
  - The per claim/annual aggregate limit will be at least \$1,000,000.

39. Provide a detailed plan for safety and security for students, school facility, and equipment. Include information regarding the type of personnel, technology and/or equipment and policies that will be utilized to ensure a safe environment for students and staff.

The first option Pelican Foundation considers is to purchase the security services through a shared service arrangement provided by Recovery School District.

If this is not available an independent provider will be contracted the services as briefly outlined below.

The school will ensure the safety on the school ground by means of:

- Providing training to all school staff.
- Enforcing the code of conduct with zero tolerance.
- Monitoring the school grounds via video surveillance system.
- Monitoring the school grounds with an alarm system outside the school hours.
- Implementing effective duty rooster.
- Keeping track of all visitors while they are on the school grounds.
- Keeping parents up to date regarding their kids conduct via on-line access and traditional communication means.
- Keeping close cooperation with law enforcement to monitor the site.

An allocation for the security services whether it be from RSD Shared services or independent provider is included in the budget as follows:

| Description  | Object<br>Code | Function<br>Code | Year 1    | Year 2    | Year 3    | Year 4    | Year 5    |
|--|----------------|------------------|-----------|-----------|-----------|-----------|-----------|
| Purchased<br>Professional<br>and Technical<br>Services | 300            | 2600             | \$ 24,000 | \$ 48,000 | \$ 48,000 | \$ 48,000 | \$ 48,000 |

# Prof. TEVFIK KOSAR

Curriculum Vitae

Department of Computer Science & CCT Louisiana State University 292 Coates Hall, Baton Rouge, LA 70808 Phone: (225)578-9483, Email: kosar@csc.lsu.edu http://www.csc.lsu.edu/~kosar

#### **Education**

Ph.D. Computer Science, **University of Wisconsin-Madison**, Madison, WI, August 2005

Thesis: "Data Placement in Widely Distributed Systems"

Advisor: Prof. Miron Livny

M.S. Computer Science, **Rensselaer Polytechnic Institute**, Troy, NY, August 1999

Thesis: "Harvesting Idle Processor Cycles in Clusters of Workstations"

Advisor: Prof. Boleslaw K. Szymanski

B.S. Computer Engineering, **Bogazici University**, Istanbul, Turkey, June 1997

# **Professional Experience**

08/2005-present: Assistant Professor, Louisiana State University, Baton Rouge, LA Tenure track position in the Department of Computer Science and in the Center for Computation & Technology (CCT). 01/2000-08/2005: Research Assistant, University of Wisconsin-Madison, Madison, WI Scheduling and coordination of access to data in heterogeneous distributed systems; development of a scheduler specialized in data placement/movement. 06/2004-09/2004: Summer Intern, IBM T.J. Watson Research Center, Yorktown, NY On-demand computing; characterization of commercial grid workloads; co-scheduling of transactional and batch jobs on the same resources. 06/2001-09/2001: Summer Intern, IBM T.J. Watson Research Center, Yorktown, NY Policy based transparent data staging on storage area networks; characterization of QoS requirements for data management services in a Grid environment. Wrote two invention disclosures, one conference paper. Summer Intern, IBM T.J. Watson Research Center, Yorktown, NY 06/2000-09/2000: Correlation of web log data with the utilization of various web server resources for capacity planning. Wrote one invention disclosure. 09/1997-08/1998: Research Assistant, Bogazici University, Istanbul, Turkey Development of a Coarsening Algorithm for Mesh Partitioning and its Performance

Evaluation.

06/1996-09/1996: Summer Intern, Bima Software Company, Istanbul, Turkey
Development of Java web interface to remote database servers.

06/1995-09/1995: Summer Intern, Turkish Telecom, Istanbul, Turkey
Unix system administration and programming.

06/1994-09/1994: Summer Intern, Elit Software Company, Istanbul, Turkey

Commercial database design and programming.

## **Research Interests**

**Distributed systems**, **grid** and **collaborative computing**; data intensive distributed computing, resource allocation and management, fault tolerance, coordination of computation and I/O in distributed systems.

## **Teaching Experience**

## Teaching at LSU

Spring 2006 : CSC 4101 - Programming Languages

#### **Past Teaching Experience**

09/1999-01/2000:Teaching Assistant, University of Wisconsin-Madison, Madison, WI

UW CS132 - Using Computers

Held discussion sessions, prepared homework assignments and quizzes; graded

homework assignments, quizzes and exams.

10/1998-05/1997: Tutor, Rensselaer Polytechnic Institute, Troy, NY

RPI CSCI2500 - Computer Organization

RPI CSCI4210 - Operating Systems

Tutored undergraduate students at RPI.

09/1997-08/1998:Teaching Assistant, Bogazici University, Istanbul, Turkey

BU CmpE230 - Systems Programming

BU CmpE320 - Principles of Programming Languages

BU CmpE420 - Programming Languages

BU CmpE496 - Cryptography

Held discussion sessions, graded homework assignments and exams.

09/1996-06/1997:Undergraduate Teaching Assistant, Bogazici University, Istanbul, Turkey

BU CmpE150a - Introduction to Programming (C)

BU CmpE150b - Introduction to Programming (Pascal)

Was one of the five undergraduate students selected as teaching assistant for introductory programming classes. Taught Pascal and C to freshmen, held discussion

sessions, prepared and graded homework assignments and exams.

## **Professional Activities**

Technical Program Committee Member (TPC):

Workshop on Workflows in Support of Large-Scale Science, 2006

IEEE Int. Conference on Advanced Information Networking and Applications (AINA), 2006

#### Reviewer:

Journal of Grid Computing, 2005

International Conference on e-Science and Grid Computing, 2005

IEEE International Conference on Communications (ICC), 2005

ACM International Conference on Supercomputing (ICS), 2004

Journal of Parallel and Distributed Computing, 2004-2005

#### Committee Member:

LSU CSC Undergraduate Curriculum Committee, Fall 2005

LSU CSC Departmental Seminar Committee, Fall 2005

LSU CSC Departmental Equipment Committee, Fall 2005

LSU CSC Ph.D General Exam, Operating Systems Area Subcommittee, Fall 2005

LSU CSC Ph.D General Exam, Programming Languages Area Subcommittee, Fall 2005

UWCS Graduate Admissions Committee, Spring 2003

#### Member:

IEEE, IEEE Computer Society

ACM, ACM SIGCOMM, ACM SIGOPT

## **Book Chapters**

- [1] Peter Couvares, Tevfik Kosar, Alain Roy, Jeff Weber, and Kent Wegner. Workflow Management in Condor. To appear in *Workflows for e-Science, Editors: Ewa Deelman, Ian Taylor, et al*, 2006.
- [2] Tevfik Kosar, Se-Chang Son, George Kola, and Miron Livny. Data placement in widely distributed environments. In Grid Computing: The New Frontier of High Performance Computing (Vol. n. 14 in the Series Advances in Parallel Computing"), Editor: L. Grandinetti, Elsevier Press, 2005.

# **Journal Papers**

- [1] Tevfik Kosar, George Kola, and Miron Livny. Building reliable and efficient data transfer and processing pipelines. In *Concurrency and Computation: Practice and Experience, November 2005.*
- [2] Tevfik Kosar and Miron Livny. A Framework for reliable and efficient data placement in distributed computing systems. In the *Journal of Parallel and Distributed Computing*, vol.65, no.10, October 2005.
- [3] Ewa Deelman, Tevfik Kosar, Carl Kesselman, and Miron Livny. What makes workflows work in an opportunistic environment? In *Concurrency and Computation: Practice and Experience*, December 2005.
- [4] George Kola, Tevfik Kosar, and Miron Livny. Run-time adaptation of Grid data-placement jobs. In *Parallel and Distributed Computing Practices*, 2004.
- [5] Barton P. Miller, Mihai Christodorescu, Robert Iverson, Tevfik Kosar, Alexander Mirgorodskii, and Florentina Popovici. Playing inside the black box: Using dynamic instrumentation to create security holes. *Parallel Processing Letters*, Vol. 11 Nos. 2 & 3 (2001) pp.267-280.

# **Conference Papers**

- [1] George Kola, Tevfik Kosar and Miron Livny. Faults in Large Distributed Systems and What We Can Do About Them. To appear in *Proceedings of 11th European Conference on Parallel Processing (Euro-Par 2005)*, Lisbon, Portugal, August 2005.
- [2] George Kola, Tevfik Kosar, James Frey, Miron Livny, Robert J. Brunner and Michael Remijan. DISC: A System for Distributed Data Intensive Scientific Computing. In *Proceedings of First Workshop on Real, Large Distributed Systems (WORLDS '04)*, San Francisco, CA, December 2004.
- [3] George Kola, Tevfik Kosar, and Miron Livny. Phoenix: Making Data-intensive Grid Applications Fault-tolerant. In *Proceedings of 5th IEEE/ACM International Workshop on Grid Computing (Grid 2004)*, Pittsburgh, PA, November 2004.
- [4] Tevfik Kosar, George Kola, Robert J. Brunner, Miron Livny, and Michael Remijan. Reliable, Automatic Transfer and Processing of Large Scale Astronomy Datasets. In *Proceedings of 14th Astronomical Data Analysis Software and Systems Conference (ADASS 2004)*, Pasadena, CA, October 2004.
- [5] Tevfik Kosar, George Kola, and Miron Livny. Data-pipelines: Enabling Large Scale Multi-Protocol Data Transfers. In Proceedings of 2nd International Workshop on Middleware for Grid Computing (MGC 2004) Toronto, Canada, October 2004.
- [6] George Kola, Tevfik Kosar, and Miron Livny. Client-centric Grid knowledgebase. In *Proceedings of the 2004 IEEE International Conference on Cluster Computing (Cluster 2004)*, San Diego, CA, September 2004.
- [7] George Kola, Tevfik Kosar, and Miron Livny. Profiling Grid data transfer protocols and servers. In *Proceedings of 10th European Conference on Parallel Processing (Euro-Par 2004)*, Pisa, Italy, August 2004.

- [8] George Kola, Tevfik Kosar, and Miron Livny. A fully automated fault-tolerant system for distributed video processing and off-site replication. In *Proceeding of the 14th ACM International Workshop on Network and Operating Systems Support for Digital Audio and Video (Nossdav 2004)*, Kinsale, Ireland, June 2004.
- [9] Tevfik Kosar and Miron Livny. Stork: Making data placement a first class citizen in the Grid. In *Proceedings of 24th IEEE International Conference on Distributed Computing Systems (ICDCS 2004)*, Tokyo, Japan, March 2004.
- [10] Tevfik Kosar, George Kola, and Miron Livny. A framework for self-optimizing, fault-tolerant, high performance bulk data transfers in a heterogeneous Grid environment. In *Proceedings of 2nd International Symposium on Parallel and Distributed Computing (ISPDC 2003)*, Ljubljana, Slovenia, October 2003.
- [11] George Kola, Tevfik Kosar, and Miron Livny. Run-time adaptation of Grid data-placement jobs. In *Proceedings of International Workshop on Adaptive Grid Middleware (AGridM 2003)*, New Orleans, LA, September 2003.
- [12] Melissa Buco, Rong Chang, Tevfik Kosar, Laura Luan, Syed Umair Shah, Chris Ward, Joel Wolf, and Philip Yu. Managing eBusiness on demand SLA contracts in business terms using the cross-SLA execution manager SAM. In Proceedings of 6th International Symposium on Autonomous Decentralized Systems (ISADS 2003), Pisa, Italy, March 2003.
- [13] Barton P. Miller, Mihai Christodorescu, Robert Iverson, Tevfik Kosar, Alexander Mirgorodskii, and Florentina Popovici. Playing inside the black box: Using dynamic instrumentation to create security holes. In *Proceedings of Second Los Alamos Computer Science Institute Symposium*, Santa Fe, NM, October 2001.

#### **Invention Disclosures**

- [1] Rong N. Chang, Tevfik Kosar, and Syed U. Shah. "Policy Based Transparent Staging Apparatus, System, and Method for Storage Networks with SCSI -Like Interface", IBM Corporation, 2001.
- [2] Rong N. Chang, Tevfik Kosar, and Syed U. Shah. "Apparatus, System and Methods for Prioritizing Service Level Management Events with Time-varying Business Impact", IBM Corporation, YOR8-2001-0900.
- [3] Rong N. Chang, Doohwan Kim, and Tevfik Kosar. "Apparatus, System and Method for predicting the utilization of web server resources", IBM Corporation, YOR8-2000-1027.

## **Selected Talks**

Enabling Large Scale Applications: Grid and the Data Challenge

HPC Expo Online Conference, October 2005.

Stork: State of the Art

Condor Week 2005, Madison, WI, April 2005.

Phoenix: Making Data-intensive Grid Applications Fault-tolerant

5th IEEE/ACM International Workshop on Grid Computing (Grid 2004), Pittsburgh, PA, November 2004.

Reliable, Automatic Transfer and Processing of Large Scale Astronomy Datasets

14th Astronomical Data Analysis Software and Systems Conference (ADASS 2004), Pasadena, CA, October 2004.

Data-pipelines: Enabling Large Scale Data Transfers Among Heterogeneous Systems

2nd International Workshop on Middleware for Grid Computing (MGC 2004), Toronto, Canada, October 2004.

A Client-centric Grid Knowledgebase

IEEE International Conference on Cluster Computing (Cluster 2004), San Diego, CA, September 2004.

Reliable and Efficient Data Placement in a Grid Environment

IBM T.J. Watson Research Center, Hawthorne, NY, June 2004.

Stork: Making Data Placement a First Class Citizen in the Grid

European Center for Nuclear Research (CERN), Geneve, Switzerland, May 2004.

Reliable and Efficient Grid Data Placement

Grid Physics Network (GriPhyn) All Hands Meeting, University of Chicago, IL, May 2004.

Reliable and Efficient Grid Data Placement using Stork and DiskRouter

Condor Week 2004, Madison, WI, April 2004.

Stork: Making Data Placement a First Class Citizen in the Grid

 $24 th \ IEEE \ International \ Conference \ on \ Distributed \ Computing \ Systems \ (ICDCS\ 2004)\ , Tokyo,\ Japan,$ 

March 2004.

Stork: A Scheduler for Data Placement Activities in Grid

Condor Week 2003, Madison, WI, May 2003.

Managing and Scheduling Data Placement (DaP) Requests

Condor Week 2002, Madison, WI, March 2002.

# **Funding (Pending)**

Title: MRI: Development of PetaShare: A Distributed Data Archival, Analysis and Visualization System for

Data Intensive Collaborative Research

**Submitted to: NSF** 

**Amount Requested: 957,678** 

Role: PI

Title: Enabling End-to-end Processing and Analysis of Large-scale Coastal Data

Submitted to: Louisiana Board of Regents

**Amount Requested: 148,088** 

Role: PI

**Title:** XiRel: Cyberinfrastructure for Numerical Relativity

**Submitted to: NSF** 

**Amount Requested:** 499,999

Role: co-PI

## **Awards and Honors**

Ranked in top 10 among over 10,000 participants in the "Examination for Graduate Study Abroad" and awarded a five year scholarship to study in US from Turkish Ministry of Education, 1997.

Alarko Scholarship, 1995-1998.

Istanbul Chamber of Industry Scholarship, 1994-1997.

National Culture Foundation Scholarship, 1993-1998.

Bogazici University Scholarship, 1993-1995.

Higher Education Council Scholarship, 1993-1994.

January 2006

#### VITA

# **Prof. Karen Anding Fontenot**

1143 N. General Pershing St. Hammond, LA 70401 (985) 549-2105 (office) (985) 542-2948 (home)

e-mail: kfontenot@selu.edu

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#### I. EDUCATION

Ph.D., Speech Communication, minor in Management, Louisiana State University, 1993. Dissertation: The Relationship Between Conversational Sensitivity and Employment Interview Experience and Deception Detection in Employment Interviews. Research interests: intercultural communication, organizational communication, interpersonal communication, and mass communication.

M. J., Journalism, Louisiana State University, 1978.

Master's Thesis: <u>A Comparative Appraisal of the Voice of America and the British Broadcasting Corporation's External Service.</u>

B. A., Journalism, Louisiana State University, 1975.

#### II. PUBLICATIONS

#### **Refereed Journals**

Fontenot, K. Book Review. (Summer 2001). Hecht, M. <u>Communicating Prejudice</u>. <u>Southern Communication Journal</u>, 67.

Fontenot, K. (April 2001). Achieving intercultural competence: The role of verbal styles in managerial communication. <u>Proceedings of the Third International Symposium on Bilingualism.</u>

Book Review. (1994). Kuiper, S., and Wolf, M. <u>Effective Communication in Business</u>. <u>ABC Bulletin, 17</u>.

The endorsement of communication conflict rules as a function of engagement, marriage, and marital ideology", with J. Honeycutt and B. Woods. <u>Journal of Social and Personal Relations</u>, Fall 1993.

"Humor," with S. Golen, A. Titkemeyer, and D. Ramsey. <u>Methods of Teaching Selected Topics in Business Communication</u>, 1986.

"Interviewing," with L. Smeltzer and T. Clipson, <u>Methods of Teaching Selected Topics in Business Communication</u>, 1986.

"Business communication and journalism: Sharing a common goal of effective communication," with S. Golen, The ABCA Bulletin, 6, 1983.

#### Solicited Articles in Non-refereed Journals or Books

Fontenot, Karen. (February 2000). "John Searle: His Philosophy of Speech and His Philosophy of Mind", in J. Roth (Ed.), World Philosophers and Their Works. Pasadena, CA: Salem Press.

Fontenot, Karen. (February 2000). "The Construction of Social Reality", in J. Roth (Ed.), <u>World</u> Philosophers and Their Works. Pasadena, CA: Salem Press.

Fontenot, Karen. (1997). "Women's Methods of Communication", in M. McFadden (Ed.), Women's Issues. Englewood Cliffs, CA: Salem Press.

Fontenot, Karen. (1997). "Family Life", in M. McFadden (Ed.), <u>Women's Issues</u>. Englewood Cliffs, CA: Salem Press.

Fontenot, Karen. (1996). "Sex Roles", in J. Roth (Ed.), <u>The Encyclopedia of Social Issues.</u> New York, NY: Marshall Cavendish Press.

Fontenot, Karen. (1996). "Media Advocacy", in J. Roth (Ed.), <u>The Encyclopedia of Social Issues.</u> New York, NY: Marshall Cavendish Press.

Fontenot, Karen. (1996). "Politics and the Media", in J. Roth (Ed.), <u>The Encyclopedia of Social Issues</u>. New York, NY: Marshall Cavendish Press.

Fontenot, Karen. (1994). "Communication and Symbolic Interactionism", in F. Magill (Ed.), <u>Survey of Social Sciences--Sociology.</u> Los Angeles: Salem Press.

Fontenot, Karen. (1994). "The Role of Significant and Generalized Others in Self-Concept Formation", in F. Magill (Ed.), <u>Survey of Social Sciences--Sociology</u>. Los Angeles: Salem Press.

Fontenot, Karen. (1994). "Weberian Theories of Leadership and Authority in Organizations", in F. Magill (Ed.), <u>Survey of Social Sciences--Sociology</u>. Los Angeles: Salem Press.

Fontenot, Karen. (1993). "Nonverbal Communication in Organizational and Interpersonal settings," in F. Magill (Ed.), <u>Survey of Social Sciences--Psychology</u>. Los Angeles: Salem Press.

Fontenot, Karen. (1993). "Sampling Methodologies in Experimental Design," in F. Magill (Ed.), <u>Survey of Social Sciences--Psychology.</u> Los Angeles: Salem Press.

#### **Book Reviews**

Tuman, J., & Fraleigh, D. (1998). Public Speaking 2000. Reviewed for St. Martin's Press.

Neher, W. (1996). <u>Organizational Communication.</u> Reviewed both preliminary and final copies for Allyn & Bacon.

## III. CONFERENCE PRESENTATIONS

"M. Fetullah Gullen's Neo-Sufism: An Inventional Analysis", with M. Fontenot. Presented at the international conference entitled Islam in the Contemporary World: The Fetullah Gulen Movement in Thought and Practice. Rice University, Houston, TX, November 2005.

"Understanding Transformation: Cross-Disciplinary Applications of Revisionist Darwinian Theory", with M. Fontenot. Presented at the Twelfth International Conference on Learning, Granada, Spain, July 2005.

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"Creating Community in the Cyber Classroom: Strategies for Success in Teaching Online Classes", with M. Fontenot. Presented at the Twelfth International Conference on Learning, Granada, Spain, July 2005.

"Communicating Across Colleges: (Re)Framing the Present Louisiana Higher Education Landscape". Presented at the 2004 Louisiana Communication Association Convention, New Orleans, September 2004.

"Biological Emergence Theory and its Application to the Humanities: New Possibilities for Explaining Dynamic Change", with M. Fontenot. Presented at the Second International Conference on New Directions in the Humanities, Prato, Italy, July 2004.

Invited participant in symposium, "The Politics of Language", sponsored by the US Department of Education and the Quebec Studies Program at McGill University, Montreal, Canada, March 2004.

"Non-Becoming in Greek and Hindu Thought: A Single Idea with Multiple Consequences", with M. Fontenot. Presented at the annual International Conference on Language, Consciousness, and Culture in Calcutta, India, January 2004.

"Movements of the Soul in Islamic Mysticism and the Society of Jesus: The Influence of Sufism on the Jesuit Order", with M. Fontenot. Presented at the Blacks and Asians in the Making of the Modern World Conference, Boston, MA, April, 2003.

"Good Girls, Lesbians, and Spoiled Brats: Portrayal of Women in Sergei Eisenstein's 'October' ", with M. Fontenot. Presented at the annual European Communication Association conference, Munich, Germany, March 2003.

"ESL Add-on Certification via the Internet: Using Blackboard Effectively", presented at the joint LABE/LaTESOL conference, Baton Rouge, LA, November 2002.

"Beowulf's Muslim Chronicler; Misrepresentations of Islam in 'The Thirteenth Warrior' ", with M. Fontenot. Presented at the Fifth Congress of the Americas, Puebla, Mexico, October 2001.

"Communicating Change to Students: Cross Disciplinary Approaches to the Teaching of History", with M. Fontenot. Presented at the annual conference of the Southeastern World History Association, Tallahassee, Florida, October 2001.

"Exchanging Meaning in Cross-Cultural Communication: The Role and Significance of Verbal Style", presented at the 8<sup>th</sup> International Conference on Cross-Cultural Communication in Hong Kong, China, July 2001.

"Achieving Intercultural Competence: The Role of Verbal Styles in Managerial Communication", presented at the Third International Symposium on Bilingualism in Bristol, England, April 2001.

"Consuming Culture: The Role of Food in Creating and Maintaining Cultural Identity". Presented at the Fourth Annual Congreso de las Americas in Puebla, Mexico, October 1999.

"To Catch a Liar: Gender Effects on Detecting Rehearsed and Spontaneous Deception in Employment Interviews". Presented at the 84<sup>th</sup> Annual Meeting of the National Communication Association in New York City, New York, November 1998.

"Who Dies and Who Cries: Cultural Influences on Suicide and the Suicidal". Presented at the 68<sup>th</sup> Annual Convention of the Southern States Communication Association in San Antonio, Texas, March 1998.

"Becoming Bicultural: Intercultural Communication and the Adaptation Process". Presented at the Third Congress of the Americas in Puebla, Mexico, March 1998.

"Your Face or Mine? Intercultural Issues of Face Negotiation and Conflict Resolution in Hong Kong Organizations". Presented at Third Annual Conference for East-West Studies in Hong Kong, China, November 1997.

"Conversational Sensitivity as a Correlate of Deception Detection in Employment Interviews". Presented at the 47<sup>th</sup> Annual Conference of the International Communication Association in Montreal, Canada, May 1997.

"Whose Family is This? The Role of Culture in Family Communication". Presented at the 67<sup>th</sup> Annual Convention of the Southern States Communication Association in Savannah, Georgia, April 1997.

"Catching the Liar: The Effects of Imagined Interaction and Information Processing on Deception Detection". Presented at the 67<sup>th</sup> Annual Convention of the Southern States Communication Association in Savannah, Georgia, April 1997.

"Intercultural Communication in the Classroom: Pedagogical Issues, Challenges, and Opportunities". Presented at the Second Congress of the Americas in Puebla, Mexico, February 1997.

"The Role of Intercultural Communication in Rhetorical Invention and Compliance-gaining", with M. Fontenot. Presented at the Thirteenth Annual International Intercultural Communication Conference in Miami, Florida, February 1996.

"Gorbachev's Sham Enthymeme: The Invention of Democratic Leninism", with M. Fontenot. Presented at the annual national conference of the Speech Communication Association, San Antonio, Texas, 1995.

"Intercultural Communication Between Managers and Their Subordinates: A Case Study of Cultural Variability". Presented at the annual International and Intercultural Communication Conference, Miami, Florida, February 1995.

"Communication in a Family-owned Business: A Cultural Analysis". Presented at the annual conference of the Association for Business Communication, Atlanta, 1994.

"Gender Differences in Nonverbal Communication During Employment Interviews". Presented at the annual conference of the Southwestern Social Science Association, San Antonio, 1994.

"The Endorsement of Communication Conflict Rules as a Function of Engagement, Marriage, and Marital Ideology," with J. Honeycutt and B. Woods. Presented at the annual national conference of the Speech Communication Association, Chicago, Illinois, 1992.

"Cold Fusion: A Case Study of the Role of Rhetoric in a Potential Scientific Revolution". Presented at the annual national conference of the Speech Communication Association, Chicago, Illinois, November, 1990.

"A Climate of Secrecy: Its Impact on Employees' Commitment, Communication Satisfaction, and Perceptions of Organizational Support," with M. Allen. Presented at the annual national conference of the Speech Communication Association, Chicago, Illinois, November, 1990.

#### IV. GRANTS

Co-Principal investigator, "High-Definition Editing Bay Furniture". Southeastern Louisiana Center for Faculty Research Teaching Enhancement Grant, October 2004. Grant Total = \$722.

Co-Principal investigator, "Initiating a Graduate Student Library". Southeastern Louisiana Center for Faculty Research Teaching Enhancement Grant, October 2003. Grant Total = \$1,200.

Co-Principal investigator, Southeastern Louisiana University Center's Innovative Teaching Initiative (CITI), May 2002. Grant total = \$5, 500.

Principal investigator/ administrator, "Integrating New Technology Into the Communication Curriculum", Louisiana Board of Regents Support Fund, May 2000. Grant total = \$102,005.

Co-Principal investigator, "Television Studio Audio Upgrade", funded by SLU Center for Faculty Excellence, 1999. Grant total = \$2,000.

Principal investigator, Faculty Development Technology Grant, funded by Southeastern Louisiana University, 1996. Grant total = \$1,500.

Co-Principal investigator, "A Multi-Disciplinary Enhancement of the Florida Parishes Social Sciences Research Center", funded by the Louisiana Education Quality Support Fund, 1993-1997. Grant total = \$53,000.

# V. PROFESSIONAL ACTIVITY

Associate Editor, Louisiana Communication Journal, January 2005-present.

Nominating Committee, Interpersonal Division of Southern Speech Communication Association, 1997-present.

Panel chair and respondent, 68<sup>th</sup> annual Southern Speech Communication Association, San Antonio, Texas, March 1998.

Paper reviewer, Southern Speech Communication Association, 1997, 1998, 1999.

Paper reviewer, International Communication Association, 1996, 1998.

Moderator, 23<sup>rd</sup> Annual Southeast Colloquium of the Association for Education in Journalism and Mass Communication, 1999.

Panel chair, 67<sup>th</sup> annual Southern Speech Communication Association, Savannah, Georgia, April 1997.

Chair and discussant of the 66<sup>th</sup> annual Southern States Communication Association Undergraduate Honors Conference, Memphis, TN, March 1996.

Chair, Information Committee, national Speech Communication Association, 1994.

Discussant and reviewer, annual Southwestern Social Sciences Association Convention, San Antonio, 1994.

#### VI. WORK EXPERIENCE

September 2005-present. Professor and Department Head, Department of Communication, Southeastern Louisiana University, Hammond, LA.

September 1999-September 2005: Associate Professor and Department Head, Department of Communication, Southeastern Louisiana University, Hammond, LA.

June 1999-present: Associate Professor, Department of Communication, Southeastern Louisiana University, Hammond, LA.

August 1993-1999: Assistant Professor, Department of Communication and Theatre, Southeastern Louisiana University, Hammond, LA. Courses taught include nonverbal communication, intercultural communication, family communication, persuasion, public speaking, gender communication, organizational communication, business and professional speaking, and interpersonal communication.

August 1992-May 1993: Instructor, Department of Communication and Theatre, Southeastern Louisiana University, Hammond, LA. Courses taught include public speaking, business and professional communication, interpersonal communication, and communicology.

May 1992-August 1992: Instructor, College of Continuing Education, Louisiana State University, Baton Rouge, LA. Taught interpersonal communication.

August, 1988-August 1992: Teaching Assistant, Department of Speech Communication, Louisiana State University, Baton Rouge, LA. Courses taught include public speaking, business and professional communication, and interpersonal communication.

August 1986-June 1988: Research Associate III, LSU College of Business Administration. Responsible for public relations for College and all publications (brochures, pamphlets, fliers, MBA catalogue, and quarterly alumni newsletter). Coordinated fund-raising activities for the College, during which time we raised over eight million dollars.

May 1985-August 1986: Editor, <u>The Louisiana Business Review</u>, a monthly magazine providing economic data and forecasts for the state of Louisiana, and <u>Louisiana Economic Outlook</u>, an annual publication providing more comprehensive forecasts and projections about the economy in Louisiana and in the United States. Both publications were published by the LSU College of Business Administration's Division of Business Research, and ceased publication in August 1986 when the Division was eliminated because of budget cuts.

August 1981-May 1985: Instructor, Department of Management, LSU College of Business Administration. Taught business communications and introduction to management. Also taught a short course, "Effective Communication" to law enforcement personnel through the LSU Division of Continuing Education. In 1985 business communication courses ceased to be offered in the College of Business Administration.

February 1981-August 1981: Technical Writer and Editor, LSU Governmental Services Institute. Wrote and edited manuals used in teaching courses to state workers through GSI's Comprehensive Public Training Program.

May 1979-January 1981: Program Planner and Grants writer, Evangeline Community Action Agency, Ville Platte, LA. Responsible for formulating, writing, implementing, and evaluating programs designed to assist the underprivileged in Louisiana. Appointed to the Technical Review Committee of the Acadiana Regional Clearinghouse, where I evaluated all publicly-funded programs in the area.

August 1978-May 1979: English teacher, Sacred Heart Academy, Ville Platte, LA. Taught 9th and 11th grade grammar and composition, and was the student newspaper faculty adviser.

December 1975-May 1977: Graduate Assistant, LSU School of Journalism. Graded tests and reports of students in typography and advertising, communication theory, and communication history.

August 1975-August 1977: Teaching Assistant, LSU English Language and Orientation Program. Taught conversational English to foreign students enrolled in the ELOP.

May 1975-January 1976: Editor, Louisiana Board of Regents. Edited reports, articles and other publications put out by the Board of Regents.

## VII. COURSES TAUGHT

**Business and Professional Communication** 

Communicology (undergraduate and graduate level)

Conversational English as a Second Language

Effective Communication for Law Enforcement

Family Communication

Gender Communication (undergraduate and graduate level)

Intercultural Communication (undergraduate and graduate level)

International Media

**Interpersonal Communication** 

Introduction to Management

Nonverbal Communication

Organizational Communication (undergraduate and graduate level)

Persuasion (undergraduate and graduate level)

**Public Speaking** 

Written Communication for Managers

## VIII. MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

International Communication Association (international)

International Studies Association (international)

International Intercultural Association (international)

National Communication Association (national)

National Association for Bilingual Education

Association for Business Communication (national)

Popular Culture Association

Association for Education in Journalism and Mass Communication

Broadcast Education Association (national)

Southwestern Social Science Association (regional)

Southern Speech Communication Association (regional)

Association of Louisiana Media Educators (state)

#### IX. UNIVERSITY SERVICE

Chair, University Computer Technology Use, 2002-present Vice-Chair, Council of Department Heads, 2002-present Member, University Tech Oversight Committee, 2001-present Chair, Department M.A. program, 1998-1999.

Member, President's Golden Ambassador, 1998-present

Member, Southeastern Retention Committee, 2002-present

Member, Southeastern Channel Programming, 2001-present

Member, KSLU General Manager Search Committee, 1999.

Member, SLU Director of Public Information Search Committee,

Chair, Departmental M.A. Committee, 1997-1999

Chair, Departmental Course Schedule Committee, 1997

Appointed by Provost to University SOT revision committee, 1997

Member, Faculty Senate, 1993-1997.

Chair, Professional Rights and Responsibilities, 1995-1997

Member, Faculty Welfare and Professional Rights and Responsibilities Committee, 1993-1994.

Member, ad hoc legislative support committee.

Member, University Planning Committee, 1995-2000.

Member, College Committee on International Studies, 1995.

Member, Florida Parishes Social Science Research Center Advisory Committee, 1994-present.

Member, SLU Regional Research Program Committee, 1994-present.

Member, SLU Committee for Inaugurating Humanities Endowed Chairs, 1995.

Faculty Advisor, SLU Chapter of Theta Phi Alpha, 1993-1995.

Faculty Mentor and Research Director, McNair Post-Baccalaureate Achievement Program, 1994-present.

Chair, Department Tenure and Promotion Policies Committee, 1996.

Member, Department Textbook Selection Committee, 1995-1996.

Member, Department Social Committee, 1995-present.

Member, Department Faculty Search, 1993-1995.

#### X. HONORS AND AWARDS

Appointed to Reilly Center for Media and Public Affairs Policy Guide, 2002-present.

Who's Who Among America's Teachers, 1995, 1996, 1997, 1998, 1999, 2001, 2003, 2004.

Honor Society of Phi Kappa Phi

#### XI. PROFESSIONAL DEVELOPMENT

Invited Participant, National Endowment for the Humanities workshop, "Authoring Community and State: Political Culture in Asian Contexts", St. Petersburg, FL, October 23-27, 2002. Received funding from the NEH to attend.

Invited Participant, Summer Institute for Intercultural Communication, Portland, Oregon, July 1999.

Participant, Integrating Writing Across the Curriculum Workshop, Southeastern Louisiana University, June 1996.

Invited participant, summer seminar, "Investigating Family Communication from a Multicultural Perspective", Northern Arizona University, June 26-30, 1995.

Participant, "Competitive Edge" grants writing workshop, February 1995.

Summer Research Associate, Summer Research Laboratory, Russian and East European Center, University of Illinois at Urbana-Champaign, 1982, 1985.

Research Associate, 1990 Summer Research Laboratory, Russian and East European Center, University of Illinois. Participated in seminar, "Russian Women Entrepreneurs and Different Communication Styles".

#### XII. CONSULTING EXPERIENCE

Organizational communication consultant for DSM, a Dutch multinational chemical/plastics company, 1999-present.

Performed contractual teaching and course development for the LSU Division of Continuing Education Correspondence Study, 1983-1992.

Performed Communication Audit for WBRZ, Baton Rouge, LA, 1989.

Consultant for U.S. Department of Health and Human Resources, 1978-1981.

Consultant for Louisiana State Department of Education, 1978-1980.

Consultant for the Catholic Diocese of Lafayette, LA, 1977-1978.

# Résumé

Bobbie L. Stevenson 7232 West Tamaron Blvd. New Orleans, LA 70128-4605 (318) 402-2459

blsnola@bellsouth.net

#### **EDUCATION**

# **National Staff Development Council (December 2004)**

National Staff Development Council Fellow (NSDC) selected to participate in a two and a half year training program leading to national certification in professional staff development.

# Institute for Educational Management (Summer 1999) Harvard University

Participants included one hundred college and university presidents and vice presidents from the United States and several foreign countries. The curriculum included studies on administration, finance, development, human resources, labor relations, academic planning, and leadership.

# Ed.D. Educational Administration (May 1991)

### University of Virginia

Major - Administration and Supervision Minors - Curriculum and Higher Education

# Administration and Supervision Practicum (Fall 1990)

#### **New Orleans Public Schools**

Under the supervision of the Area II Associate Superintendent in the Area contained forty elementary, middle/junior, and senior high schools

# **Graduate Teaching Assistant (Spring 1991)**

# **University of Virginia**

"Dynamics of Multicultural Education"

# Institute for Writing, Reading, and Civic Education (1989) Harvard University

Participants included one hundred teachers and administrators from across the country Participants developed and presented original language arts units to teach civic education.

# M.Ed. Curriculum and Instruction (May 1974)

### **University of New Orleans**

Major - Curriculum and Instruction

Minor – English

# **B.S. English Education (May 1966)**

**Southern University in Baton Rouge** 

Major - English Education

Minor - Social Studies

# AREAS OF CERTIFICATION IN THE STATE OF LOUISIANA

Teacher - English and Social Studies

Principal, Parish/County or City School Supervisor of Instruction, and Superintendent

# **WORK EXPERIENCE – ADMINISTRATIVE**

# Assistant Professor Urban Education – Southern University at New Orleans (Present – 2003)

Responsibilities include designing and teaching graduate level courses, advising graduate students, conducting research, serving on University committees and taskforces, serving as a link between the university and selected public schools, reviewing proposals for the Association of Teacher Educators, serving on public school committees, serving on the Board of the Louisiana Staff Development Council, mentoring graduate education students, and serving as a Faculty Senator.

#### **Curriculum Specialist - Contracted with the New Orleans Public Schools (2003 - 2001)**

Responsibilities include analyzing data, assessing instructional delivery, and assisting teachers by demonstrating lessons, sharing current research, and monitoring student achievement a middle school.

# **Site Coordinator - The National Faculty in New Orleans (2001 - 2000)**

Responsibilities included analyzing data, assessing instructional delivery, designing school-wide instructional reform, training teachers, demonstrating lessons, sharing current research, and monitoring school-wide reform efforts in four schools.

# **Executive Vice Chancellor - Southern University at New Orleans (2000 - 1997)**

Responsibilities included developing and implementing policies and procedures for operational effectiveness at the University; coordinating special and temporary programs and activities emanating from the Chancellor's Office; analyzing and critiquing reports and proposals for the Chancellor's review; coordinating activities involving two or more administrative areas; serving on committees; developing informational documents; editing a monthly newsletter; and supervising a federally-funded Electronic Commerce Resource Center with a staff of seven and the Information Technology Center.

# Associate Director of Curriculum/Language Arts and Multicultural Education (1997 - February 1992)

Responsibilities included coordinating professional activities and providing leadership in English language arts, multicultural education, 504 services in the New Orleans Public Schools; coordinating curriculum development; writing curriculum for middle and high school language arts instruction; evaluating program materials and training; coordinating and conducting teacher workshops; developing and maintaining community links with the school district; and directing allocation of multicultural resources and 504 services.

# **Instructional Specialist/Supervisor Secondary Language Arts (1992 - 1985)**

Responsibilities included supervising and providing leadership in high school language arts instruction for the New Orleans Public Schools; monitoring student achievement; developing curricula; assisting teachers in improving instruction; providing in-service and pre-service staff

development; establishing long and short-range goals; developing and implementing training programs; communicating district goals; developing proposals for external funds; collaborating with colleges and universities; and representing the Department of Curriculum and Instruction. **NOTE**: For two years, 1989-991, I was on sabbatical leave at the University of Virginia completing work on the doctorate.

# Curriculum Coordinator for Middle/Junior High Schools (1985 - 1983)

Responsibilities included developing curricula in the New Orleans Public Schools; coaching teachers; monitoring instruction; providing staff development; and assisting schools in developing plans to increase student achievement.

# Area Leader for Secondary Staff Development (August 1983 - February 1983)

Responsibilities included planning and conducting system-wide staff development; monitoring student achievement; identifying resources for teacher use; and conducting needs assessments to establish instructional objectives. [NOTE] The position was eliminated due to budget cuts.

# Team Member - Basic Writing Program in Elementary Schools (June 1979 - September 1977)

Responsibilities included conducting research on the teaching of writing; expanding and updating the theoretical base of the program proposal; communicating program goals to participants; conducting staff development workshops; and monitoring program implementation.

#### **WORK EXPERIENCE - TEACHING**

Assistant Professor of Education - Masters of Arts Program, Southern University at New Orleans (August 2003 - Present)

Adjunct Faculty - Division of Education, Dillard University (2003 - 2000)

Adjunct Faculty - Division of Humanities, Dillard University (Spring 2001)

Adjunct Faculty - College of Education, Graduate School, Loyola University (Spring 1996 - 1992)

Adjunct Faculty - Junior Division, Southern University at New Orleans (Spring 1992)

Adjunct Faculty - College of Education, Graduate School, University of New Orleans (Fall 1991)

English Instructor - New Orleans Public Schools (February 1983 - August 1982) Reading Instructor (Part Time) - Upward Bound Program, Dillard University (1982 - 1978)

# Staff Development Teacher - Woodson Junior High School in New Orleans (June 1982 -September 1979)

Responsibilities included monitoring the Title I instructional programs in twelve mathematics and reading classroom centers; preparing reports; ordering materials; developing and conducting staff development workshops for teachers; collaborating with the principal in the development of the annual school-site proposal; and serving as a liaison between Title I teachers and the parents.

# **Secondary School English Instructor (1978 - 1966)**

Responsibilities included teaching high school English and social studies, designing new courses, serving on school committees, and providing leadership as department chairperson.

#### RECENT EDUCATIONAL LEADERSHIP

Association of Teacher Educators – Proposal Reviewer (2004 – Present)

Louisiana Staff Development Council (LSDC) - Board member (2001 - Present)

National Staff Development Council - Annual Conference Host Committee Sub-Committee Co-chairperson 2003-2002)

Southern University at New Orleans (SUNO) - Member, P-K 16 Council, College of Education (2001)

Southern University at New Orleans (SUNO) research component of the Greater New Orleans Educational Foundation research project (1998)

Advisory Board of the Center for African/African American Studies, SUNO (1993)

National Assessment of Educational Progress Task Force (1992)

Multicultural Advocacy Committee, University of Virginia (1991 and 1990)

Minority and Multicultural Advocacy Committee, University of Virginia (1991 and 1990)

#### SELECTED CONSULTATION AND MEDIATION

**Cody and Associates - Clayton County School District (2004)** 

Conducted focus groups among teachers and administrators as a part of internal improvement by the school superintendent.

Consultation for the Southeast Comprehensive Assistance Center - Training for Teachers at Canton, MS - June 18 and 19, 2003

**Curriculum Specialist at Phillips Middle School with the New Orleans Public Schools** (2001 - Present)

Consultant for Capitol High School English Language Arts Teachers in Curriculum Alignment Project, Summer 2002

# **ACT Preparation (2000 - 2004)**

A workshop for high school senior athletes of Jefferson and Orleans Parishes

Domestic Mediator for Municipal Courts in New Orleans (1995 - Present) Mediated
property and co-parenting agreements between divorced husbands and wives

Teacher Trainer as various public, private, and parochial schools in New Orleans and
throughout Louisiana (1980 - Present)

# **SELECTED PRESENTATIONS**

Southeast Comprehensive Assistance Center for Moss Point High School, "Classroom (2005)

Management with Style and Grace" (2004)

Point Coupee Central High School, "Research-Based Strategies for Teaching English Language Arts" (2004)

Annual Regional Conference of the Southeast Comprehensive Assistance Center, "How to Get Things Done When You're Not in Charge" (2001)

Annual Conference of the Southwest Educational Development Laboratory, "Curriculum Alignment of Content and Performance Standards in Reading," Atlanta, GA (1998)

Annual Conference for the National Black Child Development Institute, "Putting Children in the Center: Africa in the Americas," New Orleans (1996)

New Orleans Public Schools, "Strategies for Teaching Reading in Content Areas" (1995) Southern University at New Orleans, "Issues in Multicultural Education" (1994)

East Lake Hospital for Human Services Personnel "Issues in Multicultural Education" (1993)

Virginia Middle School Association Annual Conference – "Assessing the Needs of the At-Risk Middle School Child" (1990)

#### **AWARDS**

Greater New Orleans YWCA Role Model in the Field of Education, 2001

"Woman of the Year" for "We the People" Economic Development Corporation Greater St. Stephen Full Gospel Baptist Church (1997)

Fellowship for doctoral studies at the University of Virginia (1991 - 1989)

Twenty Years of Outstanding Service to the New Orleans Public Schools (1986)

Outstanding Instructional Supervisor - Area IV (1985)

Phi Delta Kappa, University of New Orleans (Present - 1978)

Scholarship for economics workshop and course work - University of New Orleans (1976)

#### **GRANTS**

Wrote and served as principle investigator for "The Louisiana-Haitian Cultural Connection" a state-funded, summer professional development project to train teachers in the historical connection between the Louisiana Purchase and the Haitian Revolution using the visual arts, \$5000 (2005).

Served on the District Assistance Team that wrote the school improvement proposal for Phillips Middle School, funded for three years at \$50,000 each year (2002)

Served on the writing team for a Louisiana Board of Regents Grant for Southern University at New Orleans. "Integrating Technological Skills in Teaching and Learning" funded for \$89,900 (1999)

Wrote and served as principal investigator for "Multi-sensory Strategies for Enhancing Student Performance" -a Louisiana State Department of Education grant awarded to the New Orleans Public Schools, funded for \$191,770 each year (1994 and 1995)

Wrote and served as principle investigator for "Classroom Strategies for Students with Dyslexia" - a Louisiana State Department of Education grant awarded to the New Orleans Public Schools, funded for \$102,165 770 each year (1994 and 1995)

REFERENCES ARE AVAILABLE UPON REQUEST

# MARK S. SMITH, Esq.

P.O. Box 4525 Baton Rouge, LA 70821 Work: (225) 342- 6499 Mobile: (225) 288-8983 Email: doleson12@cox.net

#### **EDUCATION**

#### United States Army Judge Advocate General's School

- Judge Advocate Officer Basic Course
- Charlottesville, Virginia
- December 1994

#### **Southern University Law Center**

- Baton Rouge, Louisiana
- JD conferred December 1993
- (Top 10% of class)

#### University of Rhode Island

- Kingston, Rhode Island
- U.S. History
- BA conferred May 1984

# PROFESSIONAL LICENSE

#### Louisiana State Bar Association

- Admitted to Practice: April 1994
- Louisiana Notary Public
- U.S. Federal District Court
- Eastern District of Louisiana
- Admitted to Practice: November 1996

### **WORK HISTORY**

### **Louisiana Department of Economic Development**

# Legislative & Congressional Liaison/Entertainment Industry Cluster Director

(2001 – Present)

Baton Rouge, Louisiana

- Draft, monitor and oversee the department's legislative and policy activities at the state and federal levels.
- As Entertainment Industry Cluster Director, provided executive management, policy and administrative oversight of the state's strategic plan for the development and sustainability of the state's entertainment industry (Film, Music and Creative Technologies)

#### Louisiana Department of Culture, Recreation and Tourism (DCRT) Assistant Secretary/Deputy Secretary/General Counsel (1997 - 2001)

Baton Rouge, Louisiana

- As Assistant Secretary of the Office of Film and Video, provided program
  management and implementation of initiatives for the continued development,
  expansion and strategic marketing of Louisiana as a desirable film and video
  production location. Note: Due to legislative act, program functions
  transferred to Louisiana Economic Development
- As Deputy Secretary, served as policy and legal advisor to the Lt. Governor and the Secretary of DCRT.
- Primary areas of legal duties included: drafting and reviewing cooperative
  endeavor agreements and state contracts; registering service marks; public
  ethics; governmental employment law; historic preservation law;
  media/entertainment law; nonprofit law; and the interpretation of administrative
  rules, regulations and legislation.
- Prepared internal policies and procedures for the department. Prepared, drafted and monitored legislation.
- Interfaced with state legislators, state and local boards and commissions, and constituents on matters relating to the programs of DCRT.

#### Ruach, Inc/New Orleans Target Cities Project

# **In-House Counsel / Director of Service Coordination & Criminal Justice** (1995 - 1997)

New Orleans, Louisiana

- Provided legal assistance, human resources support, executive management and program analysis to the 501(c)(3) managing agent (Ruach, Inc) of a federally funded substance abuse treatment delivery project (i.e., New Orleans Target Cities Project).
- Primary areas of legal assistance included: taxation, corporate law, contractual drafting and negotiation, workers' compensation, criminal law, legal matters related to human resources, and federal/state confidentiality issues.
- Provided management and coordination of policy development and service delivery of the project's criminal justice substance abuse treatment initiative.

#### United States Army, Judge Advocate General's Corps

**Legal Assistance Attorney** (1994 - 1995), **Honorably Discharged** Fort Eustis, Virginia.

- Served on active duty as a First Lieutenant providing a broad range of civil legal assistance to eligible military personnel and their dependents.
- Primary areas of legal assistance included: family law; consumer law; landlord/tenant disputes; contract review; legal negotiation; and administrative military legal matters.

### <u>LA Department of Health & Hospitals, Office of Alcohol & Drug Abuse</u> Research Assistant (1991 - 1994)

Baton Rouge, Louisiana.

 Utilized research and analytical skills to gather demographic, economic and legal statistical information on Louisiana's population to enable the writing and submission of various federal and state (block) grant applications.

# Northern Rhode Island Community Mental Health Center

**Case Manager** (1989 – 1991)

Woonsocket, Rhode Island

 Provided community-based case management services to dual diagnosed substance abusing and criminal offending mentally ill adults.

#### **Providence Center**

Mental Health Counselor/ Day Treatment Coordinator (1988 - 1989)

Providence, Rhode Island

- Instructed mentally ill adults in learning adult daily living and vocational skills.
- Developed, implemented and updated individual treatment plans.

# **Housing Management Company (No longer in Business)**

**Property Manager** (1986 – 1988)

Pawtucket, Rhode Island.

 Managed and administratively maintained a HUD funded apartment complex of 150 units.

# **U.S. Department of Labor, Office of Federal Contract Compliance Programs**

**Equal Opportunity Specialist** (1984 - 1986)

Hartford, Connecticut

Enforced existing Federal affirmative action laws and regulations affecting
ethnic minorities, women, Vietnam Era Veterans, and the disabled by
conducting affirmative action audit compliance reviews on federally-regulated
contractors.

# Dr. Orhan Kizilkaya, Research Associate

Center for Advanced Microstructures and Devices

Louisiana State University

Tel: (225) 578-0325
6980 Jefferson Highway

Fax: (225) 925-1795
Baton Rouge, LA 70806, USA.

e-mail: okizil1@lsu.edu

#### **Education**

2003 **Doctorate in Physics**, Louisiana State University

1997 **Master of Science,** Physics, University of New York at Albany

1993 **Bachelor of Science**, Ege University, Izmir, Turkey

Major: Physics

# **Membership in Professional Societies**

**American Physical Society** 

# **Employment – Professional, Scientific**

Louisiana State University, Center for Advanced Microstructure and Devices, Research Associate/beamline scientist for VUV and infrared beamlines 2005 – Present

Louisiana State University, Center for Advanced Microstructure and Devices, Post-Doc Researcher/beamline scientist for VUV and infrared beamlines 2003 – 2005

Louisiana State University, Center for Advanced Microstructure and Devices, Research assistantship 1999 – 2003

Louisiana State University, Department of Physics and Astronomy, Teaching assistantship 1998 – 1999

Celal Bayar University, Department of Physics, Turkey, Research assistantship 1993-1995

Research in surface morphology and electronic structure of novel heteroepitaxial ultra-thin film systems and segregation characterization of metal alloy using variable-temperature scanning tunneling microscopy and synchrotron-based photoelectron spectroscopy

Taught undergraduate physics laboratories.

# **Scholarship**

Turkish Ministry of National Education Scholarship, 1995-1998

# **Research Interests**

Atomic-scale to mesoscopic surface physics, growth and characterization of unique surface structures, surface alloys and nanostructures, alloys, catalytic surfaces, device physics, photovoltaic materials, polymers, scanning probe microscopy, photoelectron spectroscopy, infrared microspectroscopy, X-ray photoelectron spectroscopy

# **Equipment and Instrumentation Experience**

Surface/Thin Film Sample Characterization: Low Energy Electron Diffraction (LEED), Scanning Electron Microscopy (SEM), Auger Electron Spectroscopy (AES), Angle-Resolved Ultraviolet Photoemission Spectroscopy (ARUPS), Vacuum Ultraviolet Absorption Spectroscopy, X-ray Photoelectron Spectroscopy (XPS), Scanning Tunneling Microscopy (STM)

UV resonance lamps, X-ray sources, Synchrotron radiation, Design and installation of beamline UHV and optical components

*Sample Preparation*: Ion sputtering, resistive and e<sup>-</sup>-beam heating, resistive and e<sup>-</sup> beam evaporation, Knudsen cells

Crystal Polishing and Laue X-ray Diffraction, Procedures in UHV cleanliness and compatibility

# **Computer Experience**

MATLAB, IgorPro, FFT98, AutoCAD, Corel Draw, Latex, Gaussian94, Mopac, Hyperchem

#### **Publications**

#### Published:

"Characterization of the photo-irradiation effects on polystyrene ultrathin films with UPS", **O. Kizilkaya**, Ono, M., Morikawa E. *Journal of Electron Spectroscopy and Related Phenomena* 151, 34, 2006.

"Dimensionality in the alloy-de-alloy phase transition of Ag/Cu(110)", **O. Kizilkaya**, D.A. Hite, W. Zhao, P.T. Sprunger, E. Laegsgaard, F. Besenbacher, *Surface Science* 596, 242, 2005.

"Performance of the infrared microspectroscopy beamline at CAMD" **O. Kizilkaya O**, J. D. Scott, E. Morikawa, J. D. Garber and R.S. Perkins, *Review of Scientific Instruments*, 76, 13703 (2005)

- "Surface reconstruction of FeAl(110) studied by scanning tunnelling microscopy and angleresolved photoemission spectroscopy" **O. Kizilkaya O**, D. A. Hite, D. M. Zehner, P.T. Sprunger, *Journal of Physics-Condensed Matter*, 16(30), 5395-5406 (2004)
- "Formation of aluminum oxide thin films on FeAl(110) studied by STM", **O. Kizilkaya**, D. A. Hite, D. M. Zehner, P.T. Sprunger, *Surface Science*, 529, 223-230 (2003)
- "Surface resonances and reduced symmetry in the heteroepitaxial Ag/Cu(110) system", D. A. Hite, **O. Kizilkaya**, P. T. Sprunger, E. Lægsgaard and F. Besenbacher, *Physical Review B*, **65**, 113411 (2002)
- "Surface morphology and electronic structure of Ni/Ag(100)", D. A. Hite, **O. Kizilkaya**, P. T. Sprunger, M. M. Howard, C. A. Ventrice, Jr., H. Geisler, and D. M. Zehner, *Journal of Vacuum Science and Technology A*, **18**, 1950-1954 (2000).
- "Factorization, algebraization, and shape invariance", A. Inomata, **O. Kizilkaya,** Foundation of Physics, **28** (1) (1998)

# **Submitted/In preparation:**

"Ultrathin film assembly of sulfobetaine-stabilized palladium nanoparticles investigated by photoemission spectroscopy" **O.Kizilkaya**, M. Ono, C. Bianchetti, C. Kumar, and E. Morikawa, submitted to *Materials Letters* 

"STM Study of the Nucleation, Structure, and Morphology of Heteroepitaxial Thin-films of Co on Ag (110)", **O. Kizilkaya**, X. Gao, R. L. Kurtz, P. T. Sprunger, in preparation for publication.

#### **Presentations at National and International Conferences:**

- "Photoemission studies of photo-degraded polyethylene and polystyrene ultrathin films" <u>O. Kizilkaya</u>, M. Ono, E. Morikawa, 2005 March Meeting of the American Physical Society, Los Angeles, California, March 24, 2005.
- "Electronic and atomic structure of clean and oxidized FeAl(110) surface" O. Kizilkaya, D. A. Hite, D. M. Zehner, and P. T. Sprunger, 2003 March Meeting of the American Physical Society, Austin, Texas, March 5, 2003.
- "The electronic and atomic structure of Ag/Cu(110) and Ag/Cu(100)" O. Kizilkaya, D. A. Hite, R. L. Kurtz, and P. T. Sprunger, 2003 March Meeting of the American Physical Society, Austin, Texas, March 5, 2003.
- "STM studies of Surface reconstruction of Clean and Oxidized low index FeAl", O. Kizilkaya,

D. A. Hite, D. M. Zehner, and P. T. Sprunger, 48<sup>th</sup> International Symposium of the American Vacuum Society, San Fransisco, October 28, 2001.

"Dimensionality investigation of an alloy-dealloy Phase Transition", O. Kizilkaya, D. A. Hite, J. Choi, and <u>P. T. Sprunger</u>, 48<sup>th</sup> International Symposium of the American Vacuum Society, San Fransisco, October 28, 2001.

"Electronic Structure of Surface-Confined Alloys in Bulk-Immiscible Systems", <u>D. A. Hite</u>, O. Kizilkaya, S. -J. Tang, and P. T. Sprunger, 7<sup>th</sup> Annual CAMD Users' Meeting, Baton Rouge, Louisiana, April 20, 2001.

"Surface Resonances in Ag/Cu(110)", <u>D. A. Hite</u>, O. Kizilkaya, Jaewu Choi, and P. T. Sprunger, 2001 March Meeting of the American Physical Society, Seattle, Washington, March 15, 2001.

"Electronic Structure of Ag/Ni(110) and Ag/Cu(110): Dimensionality and Hybridization in the Submonolayer Regime", <u>D. A. Hite</u>, O. Kizilkaya, and P. T. Sprunger, 60<sup>th</sup> Physical Electronics Conference, Baton Rouge, Louisiana, June 23, 2000.

#### References

Dr. E. Morikawa
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Center for Advanced Microstructures and Devices
Louisiana State University
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Baton Rouge, LA 70806
Phone: 225, 5784604

Phone: 225-5784604 E-Mail: eizi@lsu.edu

Dr. Phillip T. Sprunger Assistant Professor in Physics Department of Physics and Astronomy 202 Nicholson Hall Louisiana State University Baton Rouge, LA 70803

Phone: 225-5784621 E-mail: phils@lsu.edu

Dr. Richard L. Kurtz
Professor in Physics
Department of Physics and Astronomy
202 Nicholson Hall
Louisiana State University
Baton Rouge, LA 70803
Phone: 225-5784029

E-Mail: kurtz@rouge.phys.lsu.edu

# Dr. SADIK ONER

2106 Neyrey Dr. Metairie, LA 70001 Phone: (504) 888-31-43 Email: sonermd@yahoo.com

#### WORK EXPERIENCE

01/2006 – present: **Postdoctoral Researcher**, Department of Pharmacology

Louisiana State University Health Science Center,

New Orleans, LA

2002-2003 : **Resident MD**, Department of Pharmacology and Clinical

Pharmacology Ankara University School of Medicine, Turkey

2001-2002 : *Medical practitioner*, Hinis State Hospital, Erzurum, Turkey

#### **EDUCATION**

- PhD. in Clinical Pharmacology and Medicine, Ankara University, Turkey, October 2005
- **M.D.** in Clinical Pharmacology and Medicine, Inonu University, Turkey, August 2001

### **PAPERS**

- Guanine nucleotide exchange-independent activation of Gs protein by B2adrenoceptor (Mol Pharmacol 2005 Sep;68(3):720-8)
- Gs In The Caveola Is Coupled To Adenylyl Cyclase But Not To  $\beta_2$ -Adrenergic Receptor (manuscript in preparation).

#### **POSTERS**

 "GDP-Dependent Activation of Adenylate Cyclase by β2-Adrenoceptor and Gs Protein" and "Gs In The Caveola Is Coupled To Adenylyl Cyclase But Not To β<sub>2</sub> -Adrenergic Receptor" presented in EPHAR 2004 / Porto

# Adem Ozel

3603 Ole Miss Drive Kenner, LA 70065 Phone 504-463-0660 ademozel@hotmail.com

| Education       | 1998-Present | Master's Degree, University of New Orleans (Major: Coastal Geology)  |
|-----------------|--------------|--|
|                 | 1986-1990    | Bachelor's Degree, Ege University, Izmir/Turkey (Major: Geomorphology and Geography)                           |
|                 | 1976-1978    | Associate's Degree, College of Electrical Technician,<br>Afyon/Turkey<br>(Major: Electrical Engine Technician) |
|                 | 1972-1975    | Meteorology High School, Ankara/Turkey   |
|                 |              |  |
| Work Experience |              |  |
| -               | 2000-Present | Self employed in retail business, New Orleans,<br>Louisiana  |
|                 | 1993-2000    | Director of Turkish National Weather Service, Turkish Air Force Base, Cigli-Izmir/Turkey                       |
|                 | 1991-1997    | Meteorology Teacher at Turkish Air Force Pilot Training School, Cigli-Izmir/Turkey                             |
|                 | 1986-1993    | Chief Forecaster at Turkish National Weather Service,<br>Turkish Air Force Base, Cigli-Izmir/Turkey            |
|                 | 1979-1986    | Chief Forecaster at Turkish National Weather Service,<br>Turkish Air Force Military Base, Merzifon/Turkey      |
|                 | 1978-1979    | Chief Forecaster at Turkish National Weather Service,<br>International Airport, Antalya/Turkey                 |
|                 | 1975-1978    | Weather Forecaster at Turkish National Weather Service, Afyon/Turkey   |

# **Qualifications**

- Weather forecasting by observing the weather conditions, preparing the meteorological maps and analyzing from data collected by instruments
- Ability to use metrological instruments
- Knowledge in global meteorological data communications
- Forecasting air pollutions
- Teaching (Meteorological knowledge)
- Knowledge in Geomorphology and Geography
- Knowledge in electricity, especially in electrical engines and

circuits

- Knowledge in Calculus, Physics, Environmental Sciences
- Ability to use computers and major software
- Bilingual, Turkish and English
- U.S. Citizen

# Publications & Presentations

- 1 "Forecasting Local Air Pollutions by Collected Radiosonde Data in 1980-1990" Published by Ege University in 1990: Izmir/Turkey
- 2 "Meteorology for Pilot Training" Published by Turkish Air Force in 1996: Izmir/Turkey
- 3 Flash Flood of Izmir/Turkey (Symposium), 1996 (Preparing the Meteorological maps and their analysis)
- 4 Publications in local newspapers and radios about "Convectional Rains"

**Awards** 

Two Double Promotions to title of Director due to high pro/con.

References

Available upon request

In connection with the organization and charter school application, I herewith make representations and supply information about myself as hereinafter set forth.

PELICAN EDUCATIONAL FOUNDATION, INC. Nonprofit Corporation Name PELICAN MATH & SCIENCE ACADEMIES Name of Proposed Charter Tevfik Kosar Full Name: Maiden Name or other names used at any time: Have you ever had your name changed or used another name? If yes, give reason. 1324 Rue Desiree, Baton Rouge, LA 70810 Current Home Address: Current Telephone Number: (225)650-5508 Date of Birth: 10/30/1974 YEAR EDUCATION LEVEL COMPLETED SCHOOL NAME ☐ High School Ph.D. in Computer Science. □ College University of Wisconsin-2005 X Graduate Studies (Ph.D.) Madison, Madison, WI □ Other - Institute of Electrical and Electronics Engineers (IEEE) List of Professional Organization - IEEE Computer Society - Association of Computing Machinery (ACM) Membership(s) and/or Associations Present Employer may be contacted: X YES □ NO List previous experience with a school district, charter school, educational management organization, nonprofit corporation and/or school board. ORGANIZATION/SCHOOL DATES ADDRESS POSITION 2000-Mendota Educational Services 7701 Radcliffe Dr. Suite A. President 2005 & Consulting, LLC Madison, WI 53715

List any professional, occupational, or vocational licenses and/or certificates issued by any public or governmental licensing agency or regulatory authority that you presently hold or have held in the past.

ISSUE ISSUER OF EXPIRATION
DATE LICENSE/CERTIFICATE LICENCE/CERTIFICATE DATE

| During the last ten (10) years, have you ever been refused a professional, occupational or vocational license by any public or governmental licensing agency or regulatory authority, or  |
|---|
| has such license held by you ever been suspended or revoked?  |
| YES IF YES, GIVE DETAILS:   |
| X NO  |
| Have you ever been convicted or pled nolo contender to a crime listed in LA-R.S. 15:587.1(c)  |
| or to a crime related to misappropriation of funds or theft?  |
| ☐ YES IF YES, GIVE DETAILS:   |
| X NO  |
| Have you ever been adjudged bankrupt?   |
| ☐ YES IF YES, GIVE DETAILS:   |
| X NO  |
| Have you ever been an officer, director, trustee, investment committee member, key employee, or controlling stockholder of any business, which, while you occupied any such position or capacity with respect to it, became insolvent, declared bankruptcy, or was placed |
| under supervision or in receivership, rehabilitation, liquidation or conservatorship?   |
| ☐ YES IF YES, GIVE DETAILS:   |
| X NO  |
| Please indicate how you became aware of the proposed charter school and the opportunity to serve as a member of its board if it is chartered.   |

I am a founding member of the Pelican Educational Foundation which is applying for the proposed charter school.

Please explain why you wish to serve on the board.

Both as an educator, as a father, and also as a resident of the state of Louisiana, I would like to serve to the improvement of education in the state of Louisiana, at all levels. I believe especially in the City of New Orleans there is an urgent need for this, and as somebody with substantial experience in this area, I feel myself responsible to help.

Please indicate your understanding of the appropriate role of a public charter school board member.

For me, the role of a public charter school board member should be: Providing guidance to the administration and staff of the charter school; ensuring that funding received are spent and managed legally and wisely; upholding the rights of all students attending charter school; being fair and objective with regard to the needs of all students, regardless of any individual or group of students in whom they may have a special interest; being responsive to parents and students of charter school; providing information to community at large as to the aims and state of the charter school; and attending board meetings once per month or whenever called.

# Please indicate specifically the knowledge and experience that you would bring to the board.

I have served as the president of a private company (Mendota Educational Services and Consulting, LLC) between 2000-2005, where we have provided different services for the schools in Wisconsin. This position gave me substantial amount of governing and management experience, as well as close relationship with public and charter schools for several years.

I also have solid background in **improving the quality of education** in colleges and universities. I have served (and continue to serve) in several committees regarding this at the university level, including the "Undergraduate Courses & Curriculum Committee" at Louisiana State University. In this committee we design new curriculum and new courses in order to improve the quality of education in the Computer Science Department. We also see clearly especially in which areas the undergraduate students are lacking background when they first enter the college, and in which areas they should get better education during middle and high school years in order to succeed better later during their college education. I believe that my experience in higher education will be of crucial importance in developing new strategies for the improvement of quality of education in primary and secondary schools.

I have experience and a record of success in grant writing, getting funding, and managing funds. Just recently, I have received a \$1 Million grant from the National Science Foundation (NSF) for establishing a cyberinfrastructure across the state of Louisiana to broaden the involvement in research and educational, including the underrepresented groups.

# Provide your understanding of the school's mission and/or philosophy.

The mission of our school will be to prepare students for academic success in their future education, enable students to have a broad spectrum of options for their future endeavors, and to prepare them to be effective, responsible and productive citizens.

The educational philosophy of our school will be that the school exists for the welfare and dignity of the child. Education at our school will be student-centered and each child will be recognized as a unique individual with unique interests, needs and abilities.

# Indicate if you are familiar with the educational program that the school proposes to utilize.

Yes, I'm very familiar with the educational program that our school proposes to utilize.

Please indicate what you believe to be the characteristics of a successful school. What specific steps do you think the board of the school will need to take to ensure that this school is successful?

A successful school should aim to develop responsive, productive, and civic-minded youth by inspiring them to follow their dreams while making the world a better place for themselves and others. A successful school should be focused on core knowledge and essential skills so that children may achieve the mastery upon which further learning will be built. The purpose of a successful school should be to foster productive attitudes toward work, family, and community. When students have a positive attitude toward school, their perception of "school" transforms. All of these characteristics hold for the school we are planning to open.

How would you handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family)?

I would immediately call for vote for the removal of those members from the board. And if there is any illegal behavior involved, I would immediately call for the legal action against them.

If you or your spouse know any people already known to be prospective school employees or anyone that plans to do business with the school (including an education service provider), please so indicate and describe the relationship and nature of potential business.

I know all of the other board members, the management company administrators, and the prospective employees through academic and professional relationship, or through this charter school application only.

Please indicate if you foresee any potential ethical or legal conflicts of interests should you serve on the school's board.

NO.

|           |         | convicted or pled nolo contender to a crime listed in LA-R.S. 15:587.1(c) to misappropriation of funds or theft? |
|-----------|---------|--|
| YES<br>NO | IF YES, | GIVE DETAILS:  |

Have you ever been adjudged bankrupt?

☐ YES IF YES, GIVE DETAILS: X NO

Have you ever been an officer, director, trustee, investment committee member, key employee, or controlling stockholder of any business, which, while you occupied any such position or capacity with respect to it, became insolvent, declared bankruptcy, or was placed under supervision or in receivership, rehabilitation, liquidation or conservatorship?

☐ YES IF YES, GIVE DETAILS:

X NO

As a member of a charter school board of directors, do you understand that you are subject to the Louisiana code of Governmental Ethics, LA-R.S. 42:1101 et seq., and actions taken by you in your capacity as a board member should not be inconsistent with such Code?

X HAVE YOU OBTAINED A COPY OF AND REVIEWED THE LOUISIANA CODE OF GOVERNMENTAL ETHICS?

# (must be notarized)

AS A MEMBER OF THE BOARD OF DIRECTORS OF A NONPROFIT CORPORATION OPERATING A CHARTER SCHOOL, I UNDERSTAND THAT I AM ULTIMATELY RESPONSIBLE FOR ALL OF THE FOLLOWING RELATING TO THE OPERATION OF THE CHARTER SCHOOL:

- management and administrative practices;
- compliance with generally accepted accounting principles and generally accepted standards of fiscal management;
- financial accounting reporting requirements, including audit requirements;
- student and school performance;
- compliance with special education and Limited English Proficient (LEP) program requirements;
- compliance with state and federal grant programs, including all reporting requirements;
- all BESE and Department of Education reporting requirements, including student count reporting;
- reporting annual school and student performance to students, parents and the public;
- compliance with all applicable state and federal law, rules and regulations applicable to charter schools; and
- compliance with all terms of the charter agreement.

I hereby certify under penalty of perjury that I am acting on my own behalf, and that the foregoing statements are true and correct to the best of my knowledge and belief.

Subscribed and sworn before me, the undersigned Notary Public, this /

day of November, 2006 at Batow Rouse, Low

NOTARY PUBLIC

OFFICIAL SEAL
MARK S. SMITH
NOTABY PUBLIC
STATE OF LOUISIANA
PARISH OF EAST BATON ROUGE
COMMISSION EXPIRES WITH LIFE

In connection with the organization and charter school application, I herewith make representations and supply information about myself as hereinafter set forth.

| Nonprofit Corporation Name   | PELICAN EDUCATIONAL FOUNDATION, INC PELICAN MATH & SCIENCE ACADEMIES  |   |
|--|---|---|
| Name of Proposed Charter   |   |   |
| Full Name:   | Karen Anding Fontenot   |   |
| Maiden Name or other names used at<br>any time: Have you ever had your name<br>changed or used another name? If yes, give<br>reason. | Yes. Before I was married in I<br>Karen Jane Anding. Anding is  | ACAD TO THE PROPERTY OF THE PROPERTY OF |
|  | 1143 N. General Pershing St.  |   |
| Current Home Address:  | Hammond, LA 70401   |   |
| Current Telephone Number:  | 985-542-2948  |   |
| Date of Birth:   | July 30, 1953   |   |
| EDUCATION LEVEL  | SCHOOL NAME   | YEAR<br>COMPLETED                       |
| ☐ High School ☐ College ☐ Graduate Studies ☐ Other   | Ph.D., Communication,<br>Louisiana State University   | 1993                                    |
| List of Professional Organization<br>Membership(s) and/or Associations<br>Present Employer may be contacted:                         | International Communication Association International Studies Association International Intercultural Association National Communication Association National Association for Bilingual Education LATESOL XYES NO |   |
| List previous experience with a school dis<br>organization, nonprofit corporation and/   |   | al management                           |
| DATES ORGANIZATION/SCHOOL None   | ADDRESS   | POSITION                                |

List any professional, occupational, or vocational licenses and/or certificates issued by any public or governmental licensing agency or regulatory authority that you presently hold or have held in the past.

ISSUE

ISSUER OF

EXPIRATION

DATE

LICENSE/CERTIFICATE

LICENCE/CERTIFICATE

DATE

During the last ten (10) years, have you ever been refused a professional, occupational or vocational license by any public or governmental licensing agency or regulatory authority, or has such license held by you ever been suspended or revoked? YES IF YES, GIVE DETAILS: X NO Have you ever been convicted or pled nolo contender to a crime listed in LA-R.S. 15:587.1(c) or to a crime related to misappropriation of funds or theft? YES IF YES, GIVE DETAILS: X NO Have you ever been adjudged bankrupt? ☐ YES IF YES, GIVE DETAILS: X NO Have you ever been an officer, director, trustee, investment committee member, key employee, or controlling stockholder of any business, which, while you occupied any such position or capacity with respect to it, became insolvent, declared bankruptcy, or was placed under supervision or in receivership, rehabilitation, liquidation or conservatorship? ☐ YES IF YES, GIVE DETAILS: W NO Please indicate how you became aware of the proposed charter school and the opportunity to serve as a member of its board if it is chartered.

I am a founding member of the Pelican Educational Foundation, which is applying for the proposed charter school. I serve as vice president of the Board of Directors of Pelican Educational Foundation.

### Please explain why you wish to serve on the board.

I have been involved in education in Louisiana since 1975. I've worked for the Board of Regents and as an instructor through full professor at two of our major universities—Louisiana State University and Southeastern Louisiana University. Both of my sons have been educated in Baton Rouge, from kindergarten through university, and I have a grandson who is now in the educational system. I am committed to improving the quality of education in Louisiana, and I see this involvement as one avenue toward that improvement.

Please indicate your understanding of the appropriate role of a public charter school board member.

I believe that the appropriate role is to act as an advisor to the principal, teachers, and other school personnel; to guard the trust placed in us by the students, parents, and community; to ensure that the school funds are spent wisely and honestly; and to be an advocate of the school to the public. I would be conscientious in placing the needs of the school and its constituents first. I would attend all meetings and consider all decisions carefully and judiciously.

# Please indicate specifically the knowledge and experience that you would bring to the board.

I have over thirty years experience in all levels of education. I've worked at the Louisiana Board of Regents, been a classroom teacher in elementary and high schools as well as a university professor. For the past seven years I've been head of the SLU Department of Communication, where I have managed faculty, staff, and budgets. I have developed curricula for the department. Under my guidance we developed, established, and have maintained a very successful Master of Organizational Communication program. I am currently involved in developing a student advising program for the University, and I am active in NACADA, the national advising organization. I am a tenured full professor, and I have been involved in a variety of policy making committees on campus. I have committed my entire professional life to education.

# Please provide a forecast of where you see the school in one year and then again in four years.

At the end of the first year I see the school gaining recognition in the community for providing a quality educational experience. Parents will have confidence that we are teaching their children in a safe, uplifting environment. Students would affiliate with the school and be encouraged to put forth their best effort. Teachers would enjoy being in the classroom and would feel valued as professionals contributing to a larger community.

At the end of four years our school would have demonstrated excellence in the community, through improved scores and opportunities for its graduates. LEAP scores would be among the highest in the city, if not the state, especially in math and science. Our enrollment will have grown steadily each year. We will continue to recruit and hire excellent, well-qualified teachers.

#### Provide your understanding of the school's mission and/or philosophy.

This school's mission is to provide solid, well-grounded pedagogy in teaching students, while instilling a respect for moral and ethical principles. Students receive an excellent education in all subjects, but special emphasis and attention is placed on math and science.

The school's philosophy is that educating students in both intellectual and ethical matters will ensure that he or she becomes a productive, contributing member of society.

# Indicate if you are familiar with the educational program that the school proposes to utilize.

Yes, I'm familiar it. I've observed several successful schools who employ this educational program to great success.

Please indicate what you believe to be the characteristics of a successful school. What specific steps do you think the board of the school will need to take to ensure that this school is successful?

A successful school requires commitment on the part of the students, parents, teachers, administrators, board members and community. A shared vision of what the school can and should do is important, as is the belief that education can help a person reach full potential. Each of the school's constituents must feel responsible for the success or failure of the school, and must be emotionally invested in this success. One of the most important tasks of the board is to create and communicate this vision. This can be accomplished by careful selection of the school personnel, as well as serving as the school's advocate in more public arenas. The philosophy of the school is ultimately in the hands of the board members.

How would you handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family)?

I would bring this to the attention of the rest of the board and demand that the board member resign.

If you or your spouse know any people already known to be prospective school employees or anyone that plans to do business with the school (including an education service provider), please so indicate and describe the relationship and nature of potential business.

We don't know any prospective school employees or anyone who plans to do business with the school.

Please indicate if you foresee any potential ethical or legal conflicts of interests should you serve on the school's board.

I see no potential ethical or legal conflicts of interests in my serving on the school's board.

| Have    | you ever | been convicted or pled nolo contender to a crime listed in LA-R.S. 15:587.1(c) |
|---------|----------|--|
| or to a | crime re | elated to misappropriation of funds or theft?                                  |
|         | YES IF   | YES, GIVE DETAILS:   |
| 160     | NO       |  |

Have you ever been adjudged bankrupt?

☐ YES IF YES, GIVE DETAILS:

M NO

Have you ever been an officer, director, trustee, investment committee member, key employee, or controlling stockholder of any business, which, while you occupied any such position or capacity with respect to it, became insolvent, declared bankruptcy, or was placed under supervision or in receivership, rehabilitation, liquidation or conservatorship?

☐ YES IF YES, GIVE DETAILS:

M NO

As a member of a charter school board of directors, do you understand that you are subject to the Louisiana code of Governmental Ethics, LA-R.S. 42:1101 et seq., and actions taken by you in your capacity as a board member should not be inconsistent with such Code?

□ HAVE YOU OBTAINED A COPY OF AND REVIEWED THE LOUISIANA CODE OF GOVERNMENTAL ETHICS?

YES.

# ASSURANCE FORM (must be notarized)

AS A MEMBER OF THE BOARD OF DIRECTORS OF A NONPROFIT CORPORATION OPERATING A CHARTER SCHOOL, I UNDERSTAND THAT I AM ULTIMATELY RESPONSIBLE FOR ALL OF THE FOLLOWING RELATING TO THE OPERATION OF THE CHARTER SCHOOL:

- management and administrative practices;
- compliance with generally accepted accounting principles and generally accepted standards of fiscal management;
- financial accounting reporting requirements, including audit requirements;
- student and school performance;
- compliance with special education and Limited English Proficient (LEP) program requirements;
- compliance with state and federal grant programs, including all reporting requirements;
- all BESE and Department of Education reporting requirements, including student count reporting;

I hereby certify under penalty of perjury that I am acting on my own behalf, and that the

- reporting annual school and student performance to students, parents and the public;
- compliance with all applicable state and federal law, rules and regulations applicable to charter schools; and
- compliance with all terms of the charter agreement.

| foregoing stateme | ents are true and cor | rect to the best of my l | knowledge and belief |
|-------------------|-----------------------|--------------------------|----------------------|
| Subscribed and    | sworn before me, th   | ne undersigned Notar     | y Public, this       |
| day of 9          | , 2006 at             | Hannard                  | , Louisiana.         |
|                   |                       |                          |                      |
| (A)C              |                       | 2                        |                      |
| NOTARY PUBL       | IC IS                 | S1880 # AS               |                      |

In connection with the organization and charter school application, I herewith make representations and supply information about myself as hereinafter set forth.

| Nonprofit Corporation Name   | PELICAN EDUCATIONAL FOUNDATION, INC   |                            |
|--|---|----------------------------|
| Name of Proposed Charter   | PELICAN MATH & SCIENCE ACADEMIES  |                            |
| Full Name:   | Sukru Sadik Oner  |                            |
| Maiden Name or other names used at<br>any time: Have you ever had your name<br>changed or used another name? If yes, give<br>reason.   |   |                            |
| Current Home Address:  | 2428 Caswell Lane, Metairie, LA,  | 70001                      |
| Current Telephone Number:  | 504-638-8594  |                            |
| Date of Birth:   | 05-07-1976  |                            |
| EDUCATION LEVEL  | SCHOOL NAME   | YEAR<br>COMPLETED          |
| ☐ High School ☐ College X Graduate Studies (M.D., Ph.D.) ☐ Other   | M.D., School of Medicine, Inonu<br>University<br>PhD in Pharmacology,<br>School of Medicine, Department<br>of Pharmacology and Clinical<br>Pharmacology,<br>Ankara University | 2001, 2005<br>respectively |
| List of Professional Organization Membership(s) and/or Associations Present Employer may be contacted:  List previous experience with a school di organization, nonprofit corporation and/ |   | management                 |
| DATES ORGANIZATION/SCHOOL  |   | POSITION                   |

List any professional, occupational, or vocational licenses and/or certificates issued by any public or governmental licensing agency or regulatory authority that you presently hold or have held in the past.

ISSUE DATE

LICENSE/CERTIFICATE

ISSUER OF

LICENCE/CERTIFICATE

EXPIRATION

DATE

| During the last ten (10) years, have you ever been refused a professional, occupational or vocational license by any public or governmental licensing agency or regulatory authority, o   |
|---|
| has such license held by you ever been suspended or revoked?  |
| ☐ YES IF YES, GIVE DETAILS:   |
| X NO  |
| Have you ever been convicted or pled noto contender to a crime listed in LA-R.S. 15:587.1(c)  |
| or to a crime related to misappropriation of funds or theft?  |
| ☐ YES IF YES, GIVE DETAILS:   |
| X NO  |
| Have you ever been adjudged bankrupt?   |
| ☐ YES IF YES, GIVE DETAILS:   |
| X NO  |
| Have you ever been an officer, director, trustee, investment committee member, key employee, or controlling stockholder of any business, which, while you occupied any such position or capacity with respect to it, became insolvent, declared bankruptcy, or was placed |
| under supervision or in receivership, rehabilitation, liquidation or conservatorship?   |
| ☐ YES IF YES, GIVE DETAILS:   |
| X NO  |
| Please indicate how you became aware of the proposed charter school and the opportunity to serve as a member of its board if it is chartered.   |

serve as a member of its board if it is chartered.

I know the other board members through professional relationship, and when they presented me their ideas and offered me this position I have accepted it immediately, since they had a very solid plan and an excellent vision for the schools in Louisiana.

# Please explain why you wish to serve on the board.

Especially after recent hurricanes, I have decided to dedicate myself for the improvement of the quality of education in New Orleans and other parts of Louisiana.

Please indicate your understanding of the appropriate role of a public charter school board member.

In my opinion, a public charter school board member's duties are: appointing the administration of the charter school; determining the vision and mission of the charter school; interacting with students, parents and teachers; attending the board meetings regularly; and making sure that the funds of the school are collected and spent wisely and efficiently.

Please indicate specifically the knowledge and experience that you would bring to the board.

I have been involved in higher education for many years and I know how to offer better education to students. I am aware of the differences between higher education that I am involved in and the

primary and secondary education that our charter school will be serving. But I also know there are also many similarities and many techniques that we are using in the higher education can be also applied to primary and secondary education. I believe that motivation is one of the most important factors in education and all students and teachers need to be motivated well. I believe I can especially help in providing new techniques for motivating the students and teachers to what they are doing.

# Please provide a forecast of where you see the school in one year and then again in four years.

In one year, the school program will be well established and we will start getting improved test sores. In four years, I believe that our school will be among the best schools in New Orleans.

# Provide your understanding of the school's mission and/or philosophy.

The mission of the school is to prepare students for academic success in their future education, enable students to have a broad spectrum of options for their future endeavors, and to prepare them to be effective, responsible and productive citizens.

The educational philosophy of the school is that school exists for the welfare and dignity of the child. Education is student-centered and each child is recognized as a unique individual with unique interests, needs and abilities.

# Indicate if you are familiar with the educational program that the school proposes to utilize.

Yes, I'm familiar with the educational program that the school is proposing to use.

Please indicate what you believe to be the characteristics of a successful school. What specific steps do you think the board of the school will need to take to ensure that this school is successful?

A successful school should have a very good program and curriculum, a visionary mission, good relationship between school staff and parents, dedicated teachers, and capable leaders. The board should first of all bring the best leaders possible in charge of the school. It should ensure that the school has a state-of-the-art program and curriculum, and best teachers available. It should regularly interact with school staff, parents and students; listen to them; and try to honor their requests.

How would you handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family)?

I would definitely not allow that and take the necessary legal actions.

If you or your spouse know any people already known to be prospective school employees or anyone that plans to do business with the school (including an education service provider), please so indicate and describe the relationship and nature of potential business.

No, we did not know any of them before.

Please indicate if you foresee any potential ethical or legal conflicts of interests should you serve on the school's board.

No.

Have you ever been convicted or pled nolo contender to a crime listed in LA-R.S. 15:587.1(c) or to a crime related to misappropriation of funds or theft?

☐ YES IF YES, GIVE DETAILS:

X NO

Have you ever been adjudged bankrupt?

☐ YES IF YES, GIVE DETAILS:

X NO

Have you ever been an officer, director, trustee, investment committee member, key employee, or controlling stockholder of any business, which, while you occupied any such position or capacity with respect to it, became insolvent, declared bankruptcy, or was placed under supervision or in receivership, rehabilitation, liquidation or conservatorship?

☐ YES IF YES, GIVE DETAILS:

X NO

As a member of a charter school board of directors, do you understand that you are subject to the Louisiana code of Governmental Ethics, LA-R.S. 42:1101 et seq., and actions taken by you in your capacity as a board member should not be inconsistent with such Code?

X HAVE YOU OBTAINED A COPY OF AND REVIEWED THE LOUISIANA CODE OF GOVERNMENTAL ETHICS?

# ASSURANCE FORM (must be notarized)

AS A MEMBER OF THE BOARD OF DIRECTORS OF A NONPROFIT CORPORATION OPERATING A CHARTER SCHOOL, I UNDERSTAND THAT I AM ULTIMATELY RESPONSIBLE FOR ALL OF THE FOLLOWING RELATING TO THE OPERATION OF THE CHARTER SCHOOL:

- management and administrative practices;
- compliance with generally accepted accounting principles and generally accepted standards of fiscal management;
- financial accounting reporting requirements, including audit requirements;
- student and school performance;
- compliance with special education and Limited English Proficient (LEP) program requirements;
- compliance with state and federal grant programs, including all reporting requirements;
- all BESE and Department of Education reporting requirements, including student count reporting;
- reporting annual school and student performance to students, parents and the public;
- compliance with all applicable state and federal law, rules and regulations applicable to charter schools; and
- · compliance with all terms of the charter agreement.

I hereby certify under penalty of perjury that I am acting on my own behalf, and that the foregoing statements are true and correct to the best of my knowledge and belief.

Subscribed and sworn before me, the undersigned Notary Public, this 4th

day of November, 2006 at Baton RUSC, Louisiana

NOTARY PUBLIC

OFFICIAL SEAL
MARK S. SMITH
NOTARY FUBL
STATE OF 1 DELTA
PARISH OF EACT AND LIGHT
COMMISSION EXPIRES WATER LIVE

In connection with the organization and charter school application, I herewith make representations and supply information about me as hereinafter set forth.

**Nonprofit Corporation Name** PELICAN EDUATIONAL FOUNDATION, INC. Name of Proposed Charter PELICAN MATH & SCIENCE ACADEMIES Bobbie L. Stevenson Fuil Name: Maiden Name or other names used at any time: Have you ever had your name changed or used another name? If yes, give No reason **Current Home Address:** 7232 W. Tamaron Blvd. New Orleans, LA 70128 **Current Telephone Number:** (504) 242-9317 (318) 402-2459 cell YEAR EDUCATION LEVEL SCHOOL NAME COMPLETED **High School** College X **Graduate Studies** Ed. D. in Educational Administration University of Virginia 1991 ☐ Other List of Professional Organizations Association for Supervision and Curriculum Membership(s) and/or Association Development Association of Teacher Educators National Staff Development Council Present Employer may be contacted: X Yes List previous experiences with a school district, charter school, educational management organization, nonprofit corporation and/or school board. Employed in New Orleans Public Schools for 1966 - 1996

Teacher, Curriculum Coordinator, Staff Development Specialist, Director of Curriculum (1966-1997)

Secretary of The Bridge Team 2002-2005

(a nonprofit school support group)

List any professional, occupational, or vocational licenses and/or certificated issued by any public or governmental licensing agency or regulatory authority that you presently hold or have held in the past.

| ISSUE | ISSUER OF   | EXPIRATION<br>DATE |
|-------|---|--------------------|
| DATE  | LICENSE/CERTIFICATE LICENCE/CERTIFICATE                         |                    |
| 1966- | Teacher, Principal, Superintendent LA. State Dept. of Education | Life               |
| 1973  | Supervisor of Instruction                                       | Life               |

| vocational license by any public or governmental licensing agency or regulatory authority, or  |
|--|
| has such license held by you ever been suspended or revoked?   |
| ☐ YES IF YES, GIVE DETAILS:  |
| X NO   |
| Have you ever been convicted or pled nolo contender to a crime listed in LA-R.S. 15:587.1(c)   |
| or to a crime related to misappropriation of funds or theft?   |
| ☐ YES IF YES, GIVE DETAILS:  |
| X NO   |
| Have you ever been adjudged bankrupt?  |
| ☐ YES IF YES, GIVE DETAILS:  |
| X NO   |
| Have you ever been an officer, director, trustee, investment committee member, key employee, or controlling stockholder of any business, which, while you occupied any such position or capacity with respect to it, became insolvent, declared bankruptcy, or was placed under supervision or in receivership, rehabilitation, liquidation or conservatorship?  YES IF YES, GIVE DETAILS:  X NO |
| Please indicate how you became aware of the proposed charter school and the opportunity to serve as a member of its board if it is chartered.  I learned about the charter school in a conversation I had with one of the board members.   |
| Please explain why you wish to serve on the board.  I am an experienced professional educator who has a passion for educating the children of the community. Additionally, I have extensive training and experience which I believe will be beneficial in an effort to improve teaching and learning.  |

# Please indicate your understanding of the appropriate role of a public charter school board member.

As a board member of a public charter school, I believe my role is to provide oversight and guidance directly to administration and teachers, and staff through the administration in accordance with state laws, sound educational principles and practices. Additionally, as a board member I must work collaboratively all stakeholders: students, faculty, staff, and administration.

Please indicate specifically the knowledge and experience that you would bring to the board.

I am an experienced teacher and an administrator in K-12 and higher education. I served as a teacher, curriculum developer, and director of curriculum in the New Orleans Public Schools. I served as a university professor and executive vice chancellor in higher education at Southern University. I served as an adjunct professor at Dillard University, Loyola University, and the University of New Orleans. I am an Academy Fellow with the National Staff Development Council, certified as a professional development specialist and I have conducted teacher training programs for The National Faculty. I have served as a consultant in Louisiana, Mississippi, Alabama, and Georgia. I have conducted teacher training for the Southeast Educational Development Laboratory.

# Provide your understanding of the school's mission and/or philosophy.

The mission of the school as I understand it is to utilize a comprehensive education program to prepare students to become capable, responsible, successful citizens who function effectively and make a contribution to the society in which they live. The school will function in such a way that the talents and abilities of the individual child will be maximized. The school will nurture children in an environment that respects the dignity of all children and teaches them to do the same.

Indicate if you are familiar with the educational program the school proposes to utilize. Yes, I am familiar with the educational program that the school proposes to utilize.

Please indicate what you believe to be the characteristics of a successful school. What specific steps do you think the board of the school will need to take to ensure that this school is successful?

A successful school develops competent, successful, responsible students who are able to move on post k-12 schooling or the world of work. The focus of the programs in such a school is on teaching and learning, making sure that students gain the knowledge and skills needed to function is a highly technical world. Students are empowered and learn to take responsibility for shaping their future with guidance from parents and school personnel. The school teaches the importance of community involvement and civic responsibility. Students are taught that much of the learning that takes place in the classroom only prepares them for ling-long learning. The school program teaches students to view themselves as agents of change and not merely victims or objects upon whom change is foisted.

How would you handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family)?

I would request a board meeting and confront the member with my beliefs and ask for full disclosure. If there is evidence of illegal action by the board member, I would call for the immediate removal of the member and ask the chair to institute legal proceedings against the member.

If you or your spouse know any people already known to be prospective school employees or anyone that plans to do business with the school (including an education service provider), please so indicate and describe the relationship and nature of potential business.

No

Please indicate if you foresee any potential ethical or legal conflicts of interests should you serve on the school's board.

I do not foresee any potential ethical or legal conflicts of interest which would preclude my serving on this board.

| Have y                                | you ever been convicted or pled noto contender to a crime listed in LA-R.S.   |
|---------------------------------------|---|
| 15:                                   | :587.1(c)   |
| or to a                               | crime related to misappropriation of funds or theft?  |
|                                       | YES IF YES, GIVE DETAILS:   |
|                                       | NO  |
| Have y                                | you ever been adjudged bankrupt?  |
|                                       | YES IF YES, GIVE DETAILS:   |
| X                                     | NO  |
| emplo;<br>positio<br>placed<br>conser | you ever been an officer, director, trustee, investment committee member, key yee, or controlling stockholder of any business, which, while you occupied any such on or capacity with respect to it, became insolvent, declared bankruptcy, or was under supervision or in receivership, rehabilitation, liquidation or vatorship?  YES IF YES, GIVE DETAILS: |
|                                       | NO  |
| As a m<br>the Lo<br>in you            | nember of a charter school board of directors, do you understand that you are subject to uisiana code of Governmental Ethics, LA-R.S. 42:1101 et seq., and actions taken by your capacity as a board member should not be inconsistent with such Code?  HAVE YOU OBTAINED A COPY OF AND REVIEWED THE LOUISIANA CODE OF GOVERNMENTAL ETHICS?                   |
|                                       |   |

# ASSURANCE FORM (must be notarized)

AS A MEMBER OF THE BOARD OF DIRECTORS OF A NONPROFIT CORPORATION OPERATING A CHARTER SCHOOL, I UNDERSTAND THAT I AM ULTIMATELY RESPONSIBLE FOR ALL OF THE FOLLOWING RELATING TO THE OPERATION OF THE CHARTER SCHOOL:

- management and administrative practices;
- compliance with generally accepted accounting principles and generally accepted standards of fiscal management;
- financial accounting reporting requirements, including audit requirements:
- student and school performance;
- compliance with special education and Limited English Proficient (LEP) program requirements;
- compliance with state and federal grant programs, including all reporting requirements;
- all BESE and Department of Education reporting requirements, including student count reporting;
- reporting annual school and student performance to students, parents and the public;
- compliance with all applicable state and federal law, rules and regulations applicable to charter schools; and
- compliance with all terms of the charter agreement.

I hereby certify under penalty of perjury that I am acting on my own behalf, and that the foregoing statements are true and correct to the best of my knowledge and belief.

| Subscribed and swor | n before me, t     | he unde | rsigned Notary | Public, this |
|---------------------|--------------------|---------|----------------|--------------|
| day of 12th         | , 20 <u>0</u> 0 at | NEN     | Orleans        | , Louisiana. |
|                     |                    |         |                |              |
| NULT                | Luha               | W       |                |              |
| NOTARY PUBLIC       |                    | 1       |                |              |
|                     |                    |         | *              |              |

# **BIOGRAPHICAL AFFIDAVIT**

PELICAN EDUCATIONAL FOUNDATION, INC

In connection with the organization and charter school application, I herewith make representations and supply information about myself as hereinafter set forth.

Nonprofit Corporation Name

| Name of      | Proposed Charter   | PELICAN MATH & SCIENCE A   | CADEMIES    |
|--------------|--|--|-------------|
| Full Nan     | ne:  | Mark S. Smith  |             |
| any time     | Name or other names used at  Have you ever had your name r used another name? If yes, give | 4800 Bancroft Drive, New Orleans<br>70112  | , Louisiana |
| reason.      | abea anome. 19 yes, give   | 225-288-8983 or 504-915-1552   |             |
| Current      | Home Address:  |  |             |
| Current      | Telephone Number:  |  |             |
| Date of l    | Birth:   | March 7, 1961  |             |
|              |  |  | YEAR        |
| <b>EDUCA</b> | TION LEVEL   | SCHOOL NAME  | COMPLETED   |
|              | ligh School  |  |             |
|              | College  |  |             |
|              | Fraduate Studies (Juris Doctor)  | Southern University Law Center   |             |
|              | Other  | Baton Rouge, Louisiana   | 1993        |
|              | rofessional Organization   |  |             |
|              | ship(s) and/or Associations<br>Employer may be contacted:                                  | Louisiana State Bar Association<br>X YES   |             |
|              |  | □ NO   |             |
|              | vious experience with a school disation, nonprofit corporation and/                        | strict, charter school, educational r<br>or school board.  | nanagement  |
| DATES        | ORGANIZATION/SCHOOL  | ADDRESS  | POSITION    |
| public or    |  | ational licenses and/or certificates is<br>r regulatory authority that you pres  |             |
| DATE         | LICENSE/CERTIFICATE  | LICENCE/CERTIFICATE  | DATE        |
| DINIE        | ELODI ODICITI IOMID  | DECEMBER OF THE PARTY OF THE PA | A-C A A A A |
| APRIL        |  |  |             |
| 1994         | LOUISIANA LAW LICENSE  | LOUISIANA STATE BAR ASSN.  | N/A         |

### **BIOGRAPHICAL AFFIDAVIT**

| During the last ten (10) years, have you ever been refused a professional, occupational or vocational license by any public or governmental licensing agency or regulatory authority, or |
|--|
| has such license held by you ever been suspended or revoked?   |
| ☐ YES IF YES, GIVE DETAILS:  |
| X NO   |
| Have you ever been convicted or pled nolo contender to a crime listed in LA-R.S. 15:587.1(c)   |
| or to a crime related to misappropriation of funds or theft?   |
| ☐ YES IF YES, GIVE DETAILS:  |
| X NO   |
| Have you ever been adjudged bankrupt?  |
| ☐ YES IF YES, GIVE DETAILS:  |
| X NO   |
| Have you ever been an officer, director, trustee, investment committee member, key   |
| employee, or controlling stockholder of any business, which, while you occupied any such   |
| position or capacity with respect to it, became insolvent, declared bankruptcy, or was placed  |
| under supervision or in receivership, rehabilitation, liquidation or conservatorship?  |
| ☐ YES IF YES, GIVE DETAILS:  |
| X NO   |
| Please indicate how you became aware of the proposed charter school and the opportunity to serve as a member of its board if it is chartered.  |

A recommendation to serve on the board by its chairman and board members.

# Please explain why you wish to serve on the board.

As a professionally educated Louisiana resident and parent, I would like to serve an active role in the improvement and betterment of our state's educational system with a specific focus on the Orleans Parish school system.

# Please indicate your understanding of the appropriate role of a public charter school board member.

Providing the necessary guidance to the administration and staff of the charter school; ensuring the proper management and administration of allocated funds; protecting the rights of all students attending charter school; providing fair and objective standards with regard to the educational needs of students; being responsive to parents and students of the charter school; disseminating accurate information to the community; and maintaining an active role on the board.

### Please indicate specifically the knowledge and experience that you would bring to the board.

Professional governmental experience as a public official (Deputy Secretary, Assistant Secretary, Louisiana Department of Culture, Recreation and Tourism, Entertainment Industry Director and Legislative Director, Louisiana Economic Development) Professional background as an attorney working in both private and public sectors (General Counsel, Department of Culture, Recreation and Tourism and non-profit entities).

Coordination with the New Orleans Media Access Center and the Greater New Orleans Urban League providing a 7-week film and television industry training program for a select number of low income female participants.

Facilitated the development of a Louisiana Community/Technical College curricula dealing with or related to the film and video industry.

Facilitated the upgrade and enhancement of the **Robert E. Nims Center** for Entertainment Arts and Multi-Media Technology.

# Provide your understanding of the school's mission and/or philosophy.

The mission of our school will be to prepare students for academic success in their future education, enable students to have a broad spectrum of options for their future endeavors, and to prepare them to be effective, responsible and productive citizens.

The educational philosophy of our school will be that the school exists for the welfare and dignity of the child. Education at our school will be student-centered and each child will be recognized as a unique individual with unique interests, needs and abilities.

Indicate if you are familiar with the educational program that the school proposes to utilize.

Yes, I'm very familiar with the educational program that our school proposes to utilize.

Please indicate what you believe to be the characteristics of a successful school. What specific steps do you think the board of the school will need to take to ensure that this school is successful?

A successful school should aim to develop responsive, productive, and civic-minded youth by inspiring them to follow their dreams while making the world a better place for themselves and others. A successful school should be focused on core knowledge and essential skills so that children may achieve the mastery upon which further learning will be built. The purpose of a successful school should be to foster productive attitudes toward work, family, and community. When students have a positive attitude toward school, their perception of "school" transforms. All of these characteristics hold for the school we are planning to open.

#### **BIOGRAPHICAL AFFIDAVIT**

How would you handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family)?

I would immediately call a vote for the removal of such member from the board, and if there is any illegal conduct involved, I would also immediately call for the legal action is instituted against such member.

If you or your spouse know any people already known to be prospective school employees or anyone that plans to do business with the school (including an education service provider), please so indicate and describe the relationship and nature of potential business.

N/A

Please indicate if you foresee any potential ethical or legal conflicts of interests should you serve on the school's board.

I do not foresee any potential ethical or legal conflicts of interests related to my service on the proposed charter school's board.

Have you ever been convicted or pled nolo contender to a crime listed in LA-R.S. 15:587.1(c) or to a crime related to misappropriation of funds or theft?

☐ YES IF YES, GIVE DETAILS:

X NO

Have you ever been adjudged bankrupt?

☐ YES IF YES, GIVE DETAILS:

X NO

Have you ever been an officer, director, trustee, investment committee member, key employee, or controlling stockholder of any business, which, while you occupied any such position or capacity with respect to it, became insolvent, declared bankruptcy, or was placed under supervision or in receivership, rehabilitation, liquidation or conservatorship?

☐ YES IF YES, GIVE DETAILS:

X NO

As a member of a charter school board of directors, do you understand that you are subject to the Louisiana code of Governmental Ethics, LA-R.S. 42:1101 et seq., and actions taken by you in your capacity as a board member should not be inconsistent with such Code?

As a former state public employee, I completely understand and possess a copy of the relevant Code of Governmental Ethics.

# ASSURANCE FORM (must be notarized)

AS A MEMBER OF THE BOARD OF DIRECTORS OF A NONPROFIT CORPORATION OPERATING A CHARTER SCHOOL, I UNDERSTAND THAT I AM ULTIMATELY RESPONSIBLE FOR ALL OF THE FOLLOWING RELATING TO THE OPERATION OF THE CHARTER SCHOOL:

- management and administrative practices;
- compliance with generally accepted accounting principles and generally accepted standards of fiscal management;
- financial accounting reporting requirements, including audit requirements;
- student and school performance;
- compliance with special education and Limited English Proficient (LEP) program requirements:
- compliance with state and federal grant programs, including all reporting requirements;
- all BESE and Department of Education reporting requirements, including student count reporting;
- reporting annual school and student performance to students, parents and the public;
- compliance with all applicable state and federal law, rules and regulations applicable to charter schools; and
- compliance with all terms of the charter agreement.

I hereby certify under penalty of perjury that I am acting on my own behalf, and that the foregoing statements are true and correct to the best of my knowledge and belief.

MARK S. SMITH

Subscribed and sworn before me, the undersigned Notary Public, this

1/h. //

TARY PUBLIC

MELVA CAVANAUGH NOTARY PUBLIC NO. 8975 STATE OF LOUISIANA PARISH OF EAST BATON ROUGE My Commission is for Life

# FINANCIAL PLAN

40. Complete items 1 thru 4 listed below for the proposed school. Budget forms are included in the *Appendix* and are provided in excel format at <a href="https://www.louisianaschools.net">www.louisianaschools.net</a>. Detailed assumptions of the calculations used to estimate revenues and expenditures must be included for each line item. A budget without a full set of stated assumptions is not meaningful. Personnel, equipment, and construction costs that are identified in other sections of this application should be included in the budget forms.

Provide documentation for any resources in the school budget that are provided by an outside source; indicate the amount and source of the funds, property, or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated. Include a letter of commitment detailing the amount and uses for the funding if possible. Due to the inherent delay in receiving initial grant payments, a line of credit may be necessary to resolve cash flow issues during the first months of the fiscal year.

1) Budget Form 1: Start-up Budget with Assumptions

Please refer to Attachment 40-1.

2) Budget Form 2: First Year Budget with Assumptions

Please refer to Attachment 40-2.

3) Budget Form 3: First Year Monthly Cash Flow Projection with Assumptions for monthly changes

Please refer to Attachment 40-3.

4) Budget Form 4: Five Year Budget Plan with Assumptions for yearly changes

Please refer to Attachment 40-4.

The following tables illustrate the anticipated enrolment and corresponding staffing changes over 5 years. The payroll cost items in the budget are based on these assumptions.

Besides, the salaries are assumed to increase 2% per annum.

# **Projected Enrollment:**

| <b>Grade\Year</b> | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 |
|-------------------|-----------|-----------|-----------|-----------|-----------|
|                   |           |           |           |           |           |
| KG                | 40-50     | 40-50     | 40-50     | 40-50     | 40-50     |
| 1                 | 40-50     | 40-50     | 40-50     | 40-50     | 40-50     |
| 2                 | 40-50     | 40-50     | 40-50     | 40-50     | 40-50     |
| 3                 | 40-50     | 40-50     | 40-50     | 40-50     | 40-50     |
| 4                 | 40-50     | 40-50     | 40-50     | 40-50     | 40-50     |
| 5                 | 40-50     | 40-50     | 40-50     | 40-50     | 40-50     |
| 6                 | 40-50     | 40-50     | 40-50     | 40-50     | 40-50     |
| 7                 | 40-50     | 40-50     | 40-50     | 40-50     | 40-50     |
| 8                 | 40-50     | 40-50     | 40-50     | 40-50     | 40-50     |
| 9                 |           | 40-50     | 40-50     | 40-50     | 40-50     |
| 10                |           |           | 40-50     | 40-50     | 40-50     |
| 11                |           |           |           | 40-50     | 40-50     |
| 12                |           |           |           |           | 40-50     |
| TOTAL             | 360-450   | 400-500   | 440-550   | 480-600   | 520-650   |

|                              | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 |
|------------------------------|---------|---------|---------|---------|---------|
| <b>Grade Levels Served</b>   | K-8     | K-9     | K-10    | K-11    | K-12    |
| <b>Enrollment (expected)</b> | 450     | 500     | 550     | 600     | 650     |
| <b>School Leaders</b>        | 3       | 4       | 4       | 4       | 4       |
| <b>Business Manager</b>      | 1       | 1       | 1       | 1       | 1       |
| Counselor                    | 1       | 1       | 1       | 1       | 1       |
| <b>Curriculum Director</b>   | 1       | 1       | 1       | 1       | 1       |
| <b>Full-Time teachers</b>    | 26      | 28      | 32      | 35      | 38      |
| Sp. Ed. Teacher              | 3       | 3       | 3       | 4       | 4       |
| ESL teacher                  | 1       | 2       | 2       | 2       | 2       |
| Teacher's Aid                | 4       | 4       | 5       | 5       | 5       |
| <b>Attendance Clerk</b>      | 1       | 1       | 1       | 1       | 1       |
| Secretary                    | 1       | 2       | 2       | 2       | 2       |
| Nurse                        | 1       | 1       | 1       | 2       | 2       |
| Custodian                    | 1       | 1       | 1       | 1       | 1       |

GUIDANCE: To assist the applicants in preparing these budgets, the Department of Education has created sample budgets. These budget formats are not allinclusive and may need to be tailored to meet the needs of the school. The sample budgets are provided as a guide to ensure the required level of detail is provided. It may be helpful to refer to the definitions for revenues and expenditures detailed in Bulletin 1929, Louisiana Accounting and Uniform Governmental Handbook. This document may be found at the Department of Education website, www.louisianaschools.net.

- 41. Describe details regarding how the charter school will comply with the requirement for the performance of fiscal audits.
  - a) Describe the accounting system/practices that will be utilized including the number and title of financial positions employed.

The financial accounting will be performed by the Business Manager in consultation with Cosmos Foundation. The software that will be used for Financial Accounting is called RSCCC (or another Louisiana State approved Financial software capable of doing same items as RSCCC) to be serviced by Cosmos Foundation.

b) Describe any services that will be obtained from an independent Certified Public Accountant.

The annual audit will be conducted by an independent certified public accountant. The audit of compliance will be in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in Government Auditing standards, issued by the Comptroller General of the United States; and OMB Circular A-133, "Audits of States, Local Governments, and Non-Profit Organizations." Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the school's compliance with those requirements and performing such other procedures, as considered necessary in the circumstances.

- c) Explain how the financial and accounting plan will be sufficient to:
  - provide an accurate accounting of all finances including property;
  - provide sufficient information/records for audit purposes;
  - be in accordance with generally accepted standards, and
  - be in a format such that financial data may be reported accurately in the Annual Financial Report required to be submitted to the Department annually.

The software that will be supported and serviced by Cosmos Foundation is capable to:

- 1) provide an accurate accounting of all finances including property;
- 2) provide sufficient information/records for audit purposes;
- 3) be in accordance with generally accepted standards, and
- 4) be in a format such that financial data may be reported accurately in the Annual Financial Report required to be submitted to the Department annually.

A brief description of this software is as follows:

The RSCCC Business system includes Finance, Human Resources, Requisition, Budget, and Asset Management. The major components of the RSCCC Business Applications are as follows (these are the major components that Pelican will look on a Financial Software to include. If there will be need in changing software it must satisfy with these):

#### Finance

- Archiving of multiple years of general ledger accounts and transactions
- Automatic assigning of vendor and cash receipt numbers
- Bank reconciliation
- Complete budget amendment system
- Complete interface from Human Resources Payroll
- Comprehensive general ledger system
- Full inquiry and maintenance systems
- Real-time multi-year/multi-month processing
- User-defined bank account groups, cash objects and investment objects
- Vendor data system

#### **Human Resources**

- Automatic assigning of employee IDs
- Automatic void of issued checks
- Bank reconciliation
- Creation, archiving and printing of teacher service records

- Deduction check processing
- EFT/direct deposit
- Employee education history
- Employee leave sequencing
- Employee payroll simulation
- Full accruals
- Individual employee history
- Mass update and mass delete utilities
- Permit data maintenance
- State and district salary tables
- Support of multiple job assignments

# Requisition

- Creation and multi-level approval of requisitions
- Complete purchase order system
- Interface to Finance
- Mass deletion of requisitions
- Mass purchase order reversal
- Next year requisition posting
- Posting of receipt of purchase orders
- Reprinting of purchase orders
- Requisition and expenditure inquiries
- Setup of user profiles

# **Business System Features**

- A real-time relational database
- Data access using Open Database Connectivity (ODBC) compliant software
- Laser printing of reports, forms, and checks
- Update and read-only security at the control of the district
- User-created reports
  - Windows-based screens with online Help

# 42. Provide supporting evidence that the budget plans are sound and that the entity is financially viable.

The start-up budget, first year budget and five year budgets have been prepared by well experienced business department of Cosmos Foundation which currently operates nine schools in Texas. The budget documents are sound and conservative, leading to several hundred thousand dollars excess of revenues over expenses. Therefore, the adverse effects of any unforeseen changes in the revenue or expense items will be avoided. Furthermore, the budget allows any amendments should they be necessary.

The revenue assumptions tabulated in the budget calculations have been obtained from Louisiana Department of Education – Division of Education Finance. Besides the revenue increases are conservatively based on the real revenue changes provided by the same division. The commitment letter for \$10,000 donation from Pelican Foundation is appended to Attachment 42.

The major component of the expenditure section is the payroll cost. The number of staff has been kept generously more that what would be adequate. Although the average teacher salary is less than the state average, the budget allows any increase depending on the qualification of the teachers.

GUIDANCE: Charter School Law requires an applicant to develop and implement a fiscal plan for the school that is sound.

Some applicants choose to have their financial plan reviewed by an independent certified public accountant, certified financial advisor, or other qualified professional in order to assert the soundness of the fiscal plan. An alternative would be to request assistance in evaluating the fiscal plan through the Small Business Development Center, located at the LSU Baton Rouge campus. The Center can be contacted at (225) 578-4842, Monday through Friday, 9:00 a.m. until 5:00 p.m. A "Request for Counseling" form must be completed in order to receive services from the center.

Applicants should provide details regarding the steps taken to ensure the fiscal plan is sound and to provide evidence of the financial viability of the entity. For

instance, provide evidence that conservative amounts were estimated for revenues and expenditures, that the budgets contain an adequate fund balance through the years, that all revenues are non-contingent or if contingent, discounted, etc. Discuss ways in which the budget accounts for contingencies in staffing, cost overruns, etc.

# Attachment 40-1

Start-up Budget with Assumptions

# PELICAN FOUNDATION

# Start-Up Budget

|    | Description                | Amount                                | Assumption                                  |
|----|----------------------------|---------------------------------------|---|
|    | REVENUES                   |                                       |   |
| 1  | Start-Up Grants            |                                       | Federal start-up grant.                     |
| 2  | Other Revenue              | \$10,000.00                           | Donation from Pelican Foundation.           |
|    |                            |                                       |   |
|    | TOTAL DEVENUES             | <b>#040,000,00</b>                    |   |
| 3  | TOTAL REVENUES             | \$210,000.00                          |   |
|    | EXPENDITURES               |                                       |   |
|    | Administrative Expenses    |                                       |   |
| 4  | Principal                  | \$30,000.00                           | Five months gross salary for February-June  |
| 5  | Administrative Staff       | \$10,000.00                           | Five months gross salary for February-June  |
| 6  | Payroll Taxes              |                                       | 11.18 % for social security, medi care, etc |
| 7  | Benefits                   | \$600.00                              | Health: \$150 per person per month          |
| 8  | Staff Development          |                                       |   |
| 9  | Recruiting/Marketing       | \$5,000.00                            | Student recruitment activities.             |
| 10 | Advertising                | \$2,000.00                            | School advirtesement.                       |
|    |                            | <b>4</b> -0.0-4.00                    |   |
| 11 | Total Administrative       | \$50,954.00                           |   |
|    | Supplies and Equipment     |                                       |   |
| 12 | Instructional Materials    | \$36,000,00                           | \$100 per student.                          |
| 13 | Office Supplies            | \$2,000.00                            |   |
| 14 | Postage/Printing/Copying   | \$1,000.00                            |   |
| 15 | Phone System               |                                       | \$250 per month                             |
|    | 1 Hone Gyotom              | φοσοισσ                               | φ200 per monur                              |
| 16 | Total Supplies & Equipment | \$39,500.00                           |   |
|    |                            |                                       |   |
|    | Facility                   |                                       |   |
| 17 | Capital Expenditures       | \$25,000.00                           | Technology equipent and furniture items     |
| 18 | Building Fit-Out           | \$10,000.00                           | Foundations contribution                    |
| 19 | Renovations & Repairs      | \$5,000.00                            | Some renovations for the office area        |
| 20 | Rent/Lease                 |                                       |   |
| 21 | Fixtures & Furnishings     |                                       | For offices: Desks, chairs and others.      |
| 22 | Utilities                  |                                       | Electricity, Gas, and telephone             |
| 23 | Insurance                  |                                       | \$500 per month                             |
| 24 | Security                   | \$2,000.00                            | Security services and alrm                  |
| 05 | Total Facility             | <b>\$65,000,00</b>                    |   |
| 25 | Total Facility             | \$65,000.00                           |   |
|    | Contractual                |                                       |   |
| 26 | Consultants                | \$10,000,00                           | For Curriculum Coordination                 |
| 27 | Legal and Accounting       | · · · · · · · · · · · · · · · · · · · | 5 months expenditure                        |
|    |                            | Ψ10,000.00                            | o monaro oxponancio                         |
| 28 | Total Contractual          | \$20,000.00                           |   |
|    |                            |                                       |   |
| 29 | TOTALEXPENDITURES          | \$175,454.00                          | Page 588                                    |

# Attachment 40-2

First Year Budget with Assumptions

School Name: \_\_\_

### First Year Annual Budget with Assumptions

|    | Description                                      | Object<br>Code | Function<br>Code | Amount          | Assumption   |
|----|--|----------------|------------------|-----------------|--|
|    | REVENUES:  |                |                  |                 |  |
|    | REVENUES FROM LOCAL SOURCES                      |                |                  |                 |  |
| 1  | Local Per Pupil Aid                              |                | 1XXX             | \$<br>1,272,600 | 450 students times \$2,828 Local Aid per pupil   |
| 2  | Earnings on Investments                          |                | 15XX             |                 |  |
| 3  | Food Service                                     |                | 16XX             | \$<br>40,320    | 80 of full price students times \$2 per pupil+160 reduced lunch students times \$0.40 per pupil X180days |
| 4  | Community Service Activities                     |                | 1800             |                 |  |
|    | Other Revenue From Local Sources                 |                |                  |                 |  |
| 5  | Contributions and Donations                      |                | 1920             |                 |  |
| 6  | Books and Supplies Sold                          |                | 1940             |                 |  |
| 7  | Other Miscellaneous Revenues                     |                | 199X             |                 |  |
| 8  | (additional function codes may need to be added) |                |                  |                 |  |
| 9  |  |                |                  |                 |  |
| 10 | TOTAL REVENUES FROM LOCAL SOURCES                |                |                  | \$<br>1,312,920 |  |
|    |  |                |                  |                 |  |
|    | REVENUE FROM STATE SOURCES                       |                |                  |                 |  |
|    | Unrestricted Grants-In-Aid                       |                |                  |                 |  |
| 11 | State Per Pupil Aid                              |                | 311X             | \$<br>1,629,000 | 450 students times \$3,620 State Aid per pupil   |
| 12 | Other Unrestricted Revenues                      |                | 3190             |                 |  |
|    | Restricted Grants-In-Aid                         |                |                  |                 |  |
| 13 | Education Support Fund (8g)                      |                | 3220             |                 |  |
| 14 | PIP  |                | 3230             |                 |  |
| 15 | Other Restricted Revenues                        |                | 3290             | \$<br>5,908     | K-3 Reading and Math for 200 students at \$29.54 per pupil   |
| 16 | (additional function codes may need to be added) |                |                  |                 |  |
| 17 |  |                |                  |                 |  |
| 18 | TOTAL REVENUE FROM STATE SOURCES                 |                |                  | \$<br>1,634,908 |  |

Louisiana laws contain requirements for school district accounting. By law, the Louisiana Accounting and Uniform Governmental Handbook (LAUGH) (Bulletin 1929) is the required accounting manual for local educational agencies. This document can be accessed on the Department of Education's website at www.louisianaschools.net.

|    | Description  | Object<br>Code | Function<br>Code |     | Amount       | Assumption   |
|----|--|----------------|------------------|-----|--------------|--|
|    | REVENUE FROM FEDERAL SOURCES                             |                |                  |     |              |  |
|    | Unrestricted Grants-In-Aid Direct From the Federal Gov't |                |                  |     |              |  |
| 19 | Impact Aid Fund  |                | 4110             |     |              |  |
|    | Restricted Grants-In-Aid Direct From the Federal Gov't   |                |                  |     |              |  |
| 20 | Other Restricted Grants - Direct                         |                | 4390             |     |              |  |
|    | Restricted Grants-In-Aid From Federal Gov't Thru State   |                |                  |     |              |  |
| 21 | School Food Service                                      |                | 4515             | \$  | 146,160      | 210 of free lunch at \$2.32 per pupil + 160 reduced lunch at \$1.92 per pupil + 80 full at \$0.22 X 180 days |
|    | Special Education  |                |                  |     |              |  |
| 22 | IDEA - Part B  |                | 4531             | \$  | 82,962       | IDEA part B: 450 students times \$184.36 per pupil   |
| 23 | IDEA - Preschool   |                | 4532             | \$  | -            |  |
| 24 | Other Special Education Programs                         |                | 4535             | \$  | -            |  |
|    | No Child Left Behind (NCLB)                              |                |                  |     |              |  |
| 25 | Title I  |                | 4541             | \$  | 359,496      | Title 1 Part A: 450 students times \$798.88 per pupil  |
| 26 | Title I, Part C - Migrant                                |                | 4542             | \$  | -            |  |
| 27 | Title V - Innovative Education Programs                  |                | 4543             | \$  | 900          | Title V Part A: 450 students times \$2.00 per pupil  |
| 28 | Title IV - Safe and Drug Free Schools / Comm.            |                | 4544             | \$  | 1,350        | Title IV Part A: 450 students times \$3.00 per pupil   |
| 29 | Title II - Teacher & Principal Training/Recuiting        |                | 4545             | \$  | 112,725      | Title 2: 450 students times \$250.50 per pupil   |
| 30 | Other IASA Programs                                      |                | 4546             | \$  | -            |  |
| 31 | Other Restricted Grants through State                    |                | 4590             |     | \$34,546.00  | The start-up fund carried forward.   |
|    | Revenue For/On Behalf of the LEA                         |                |                  |     |              |  |
| 32 | Value of USDA Commodities                                |                | 4920             | \$  | -            |  |
| 33 | (additional function codes may need to be added)         |                |                  | \$  | -            |  |
| 34 |  |                |                  | \$  | -            |  |
| 35 |  |                |                  | \$  | -            |  |
| 36 | TOTAL REVENUE FROM FEDERAL SOURCES                       |                |                  |     | \$738,139.00 |  |
|    |  |                |                  |     |              |  |
|    | Other Sources of Funds (Provide Detail)                  |                |                  |     |              |  |
| 37 |  |                | 5XXX             | \$  | -            |  |
| 38 |  |                |                  | \$  | -            |  |
| 39 | TOTAL REVENUES AND OTHER SOURCES OF FUNDS                |                |                  | \$3 | 3,685,967.00 |  |

|    | Description   | Object<br>Code | Function<br>Code | Amount          | Assumption  |
|----|---|----------------|------------------|-----------------|---|
|    | EXPENDITURES:                                       |                |                  |                 |   |
|    | I. INSTRUCTION                                      |                |                  |                 |   |
|    | A. Regular Programs - Elementary/Secondary          |                |                  |                 |   |
|    | Salaries  |                |                  |                 |   |
| 40 | Teachers  | 112            | 1100             | \$<br>988,000   | Regular Salaries: 26 teachers at \$ 38,000 (average)  |
| 41 | Aides   | 115            | 1100             | \$<br>96,000    | Aides: 4 aides at \$24,000 each   |
| 42 | Substitute Teachers and Aides                       | 123            | 1100             | \$<br>76,000    | Substitue teacher and aid equivalent to 2 FT teacher  |
| 43 | Purchased Professional and Technical Services       | 300            | 1100             |                 |   |
| 44 | Repairs and Maintenance Services                    | 430            | 1100             | \$<br>13,000    | For general maintenace requirements. (\$500 per teacher)  |
| 45 | Travel Expense Reimbursement                        | 582            | 1100             | \$<br>13,000    | For state wide and national travel expenses. (\$500 per teacher)  |
|    | Instructional Supplies                              |                |                  |                 |   |
| 46 | Materials and Supplies (e.g., printed report cards) | 610            | 1100             | \$<br>9,000     | Materials & Supplies: \$100 per pupil times 450 students (\$36,000 will hhave been paid by Start-Up Funds |
| 47 | Textbooks/Workbooks                                 | 642            | 1100             | \$<br>180,000   | Textbooks/workbooks: \$400 per pupil times 450 students   |
| 48 | Equipment   | 730            | 1100             | \$<br>39,000    | Teaching equipment. (\$1,500 per teacher)   |
| 49 | Miscellaneous Expenditures                          | 890            | 1100             | \$<br>6,000     | Reimbursements for supplies, materials and other petty expenditures by teachers.                          |
| 50 | Group Health Insurance                              | 210            | 1100             | \$<br>46,800    | Group Insurance: \$1,800 per person times 26 teachers.  |
| 51 | Social Security                                     | 220            | 1100             | \$<br>61,750    | Social Security: 6.25% of line 40 (salaries)  |
| 52 | Medicare  | 225            | 1100             | \$<br>14,326    | Medicare: 1.45% of line 40 (salaries)   |
| 53 | Employer's Contribution to Retirement               | 23X            | 1100             | \$<br>148,200   | TRS: 15% of line 40 (salaries)  |
| 54 | Unemployment Compensation                           | 250            | 1100             | \$<br>7,311     | 0.74% of line 40 (salaries)   |
| 55 | Workmen's Compensation                              | 260            | 1100             | \$<br>27,071    | 2.74% of line 40 (salaries)   |
| 56 | (additional object codes may need to be added)      |                |                  |                 |   |
| 57 |   |                |                  |                 |   |
| 58 |   |                |                  |                 |   |
| 59 |   |                |                  |                 |   |
| 60 | TOTAL A. Regular Program Expenditures               |                |                  | \$<br>1,725,458 |   |

|    | Description  | Object<br>Code | Function<br>Code | Amount        | Assumption  |
|----|--|----------------|------------------|---------------|---|
|    |  |                |                  |               |   |
|    | B. Special Education Programs (Including Summer & Preschool) |                |                  |               |   |
|    | & Gifted/Talented Programs                                   |                |                  |               |   |
|    | Salaries   |                |                  |               |   |
| 61 | Teachers   | 112            | 1210             | \$<br>114,000 | Special Ed Salaries: 3 teacher at \$ 38,000 (average) |
| 62 | Therapists (OT,PT,Speech,etc.)                               | 113            | 1210             | \$<br>-       |   |
| 63 | Aides  | 115            | 1210             | \$<br>-       |   |
| 64 | Substitute Teachers and Aides                                | 123            | 1210             | \$<br>-       |   |
| 65 | Purchased Professional and Technical Services                | 300            | 1210             | \$<br>12,000  | Services such as Speech theraphy, testing, etc.       |
| 66 | Repairs and Maintenance Services                             | 430            | 1210             | \$<br>-       |   |
| 67 | Travel Expense Reimbursement                                 | 582            | 1210             | \$<br>600     | Travel  |
|    | Instructional Supplies                                       |                |                  |               |   |
| 68 | Materials and Supplies                                       | 610            | 1210             | \$<br>12,000  | These may vary depending of number of students        |
| 69 | Textbooks/Workbooks  | 642            | 1210             | \$<br>1,200   | These may vary depending of number of students        |
| 70 | Equipment  | 730            | 1210             | \$<br>6,000   | These may vary depending of number of students        |
| 71 | Miscellaneous Expenditures                                   | 890            | 1210             | \$<br>600     | These may vary depending of number of students        |
| 72 | Group Health Insurance                                       | 210            | 1200             | \$<br>5,400   | Group Insurance: \$1,800 per person times 3           |
| 73 | Social Security  | 220            | 1200             | \$<br>7,125   | Social Security: 6.25% of line 61 (salaries)          |
| 74 | Medicare   | 225            | 1200             | \$<br>1,653   | Medicare: 1.45% of line 61 (salaries)                 |
| 75 | Employer's Contribution to Retirement                        | 23X            | 1200             | \$<br>17,100  | TRS: 15% of line 61 (salaries)                        |
| 76 | Unemployment Compensation                                    | 250            | 1200             | \$<br>844     | 0.74% of line 61 (salaries)                           |
| 77 | Workmen's Compensation                                       | 260            | 1200             | \$<br>3,124   | 2.74% of line 61 (salaries)                           |
| 78 | (additional object codes may need to be added)               |                |                  |               |   |
| 79 |  |                |                  |               |   |
| 80 |  |                |                  |               |   |
| 81 |  |                |                  |               |   |
| 82 | TOTAL B. Special Education Programs                          |                |                  | \$<br>181,645 |   |

|     | Description  | Object<br>Code | Function<br>Code | Amount          | Assumption                                     |
|-----|--|----------------|------------------|-----------------|--|
|     |  |                |                  |                 |  |
|     | C. Other Instructional Programs (Vocational Ed., Special |                |                  |                 |  |
|     | Programs, Adult Ed., and Other Programs)                 |                |                  |                 |  |
|     | Salaries   |                |                  |                 |  |
| 83  | Teachers   | 112            | Varies           | \$<br>38,000    | ESL Salaries: 1 teacher at \$ 38,000           |
| 84  | Aides  | 115            | Varies           | \$<br>-         |  |
| 85  | Substitute Teachers and Aides                            | 123            | Varies           | \$<br>-         |  |
| 86  | Purchased Professional and Technical Services            | 300            | Varies           | \$<br>-         |  |
| 87  | Repairs and Maintenance Services                         | 430            | Varies           | \$<br>-         |  |
| 88  | Travel Expense Reimbursement                             | 582            | Varies           | \$<br>600       | Travel   |
|     | Instructional Supplies                                   |                |                  |                 |  |
| 89  | Materials and Supplies                                   | 610            | Varies           | \$<br>6,000     | These may vary depending of number of students |
| 90  | Textbooks/Workbooks                                      | 642            | Varies           | \$<br>1,200     | These may vary depending of number of students |
| 91  | Furniture and Equipment                                  | 73X            | Varies           | \$<br>6,000     | These may vary depending of number of students |
| 92  | Miscellaneous Expenditures                               | 890            | Varies           | \$<br>600       | These may vary depending of number of students |
| 93  | Group Health Insurance                                   | 210            | Varies           | \$<br>1,800     | Group Insurance: \$1,800 per person times 1    |
| 94  | Social Security  | 220            | Varies           | \$<br>2,375     | Social Security: 6.25% of line 83 (salaries)   |
| 95  | Medicare   | 225            | Varies           | \$<br>551       | Medicare: 1.45% of line 83 (salaries)          |
| 96  | Employer's Contribution to Retirement                    | 23X            | Varies           | \$<br>5,700     | TRS: 15% of line 483 (salaries)                |
| 97  | Unemployment Compensation                                | 250            | Varies           | \$<br>281       | 0.74% of line 83 (salaries)                    |
| 98  | Workmen's Compensation                                   | 260            | Varies           | \$<br>1,041     | 2.74% of line 83 (salaries)                    |
| 99  | (additional object codes may need to be added)           |                |                  |                 |  |
| 100 |  |                |                  |                 |  |
| 101 |  |                |                  |                 |  |
| 102 |  |                |                  |                 |  |
| 103 | C. TOTAL Other Instructional Programs                    |                |                  | \$<br>64,148    |  |
| 104 | TOTAL I. INSTRUCTION                                     |                |                  | \$<br>1,971,252 |  |

|     | Description   | Object<br>Code | Function<br>Code | Amount        | Assumption   |
|-----|---|----------------|------------------|---------------|--|
|     | II. SUPPORT SERVICES PROGRAMS                               |                |                  |               |  |
|     | A. Pupil Support Services                                   |                |                  |               |  |
| 105 | Child Welfare and Attendance Svcs. (Supervisor/Secretarial) | Varies         | 21XX             | \$<br>24,000  | 1 Attendance Clerk: \$24,000                       |
| 106 | Guidance Services (Guidance Counselor)                      | Varies         | 21XX             | \$<br>48,000  | Coumselor: 1 at \$ 48,000                          |
| 107 | Health Services (Nurse)                                     | Varies         | 21XX             | \$<br>24,000  | Nurse: 1 at \$24,000                               |
| 108 | Pupil Assessment and Appraisal Services                     | Varies         | 21XX             | \$<br>-       |  |
| 109 | Group Health Insurance                                      | 210            | 21XX             | \$<br>7,200   | Group Insurance: \$1,800 per person times 4        |
| 110 | Social Security   | _              | 21XX             | \$<br>6,000   | Social Security: 6.25% of lines 105-107 (salaries) |
| 111 | Medicare  |                | 21XX             | \$<br>1,392   | Medicare: 1.45% of line 105-107 (salaries)         |
| 112 | Employer's Contribution to Retirement                       |                | 21XX             | \$<br>14,400  | TRS: 15% of line 105-107 (salaries)                |
| 113 | Unemployment Compensation                                   | 250            | 21XX             | \$<br>710     | 0.74% of line 105-107 (salaries)                   |
| 114 | Workmen's Compensation                                      | 260            | 21XX             | \$<br>2,630   | 2.74% of line 105-107 (salaries)                   |
| 115 | (additional object codes may need to be added)              |                |                  |               |  |
| 116 |   |                |                  |               |  |
| 117 |   |                |                  |               |  |
| 118 | TOTAL A. Pupil Support Services                             |                |                  | \$<br>128,333 |  |
|     | B. Instructional Staff Services                             |                |                  |               |  |
| 119 | Salaries of Directors, Supervisors, Coordinators, ect.      | 111            | 22XX             | \$<br>48,000  | Curriculum Director: 1 at \$ 48,000                |
| 120 | Instruction and Curriculum Development Services             | Varies         | 22XX             | \$<br>-       |  |
| 121 | Travel & Mileage Expense Reimbursement                      | 58X            | 22XX             | \$<br>1,200   | Travel   |
| 122 | Instructional Staff Training Services                       | Varies         | 2230             | \$<br>1,200   | Staff development.                                 |
| 123 | School Library Services                                     | Varies         | 22XX             | \$<br>6,000   | Library supplies and materials.                    |
| 124 | Group Health Insurance                                      | 210            | 22XX             | \$<br>1,800   | Group Insurance: \$1,800 per person times 1        |
| 125 | Social Security   | 220            | 22XX             | \$<br>3,000   | Social Security: 6.25% of line 119 (salaries)      |
| 126 | Medicare  | 225            | 22XX             | \$<br>696     | Medicare: 1.45% of line 119 (salaries)             |
| 127 | Employer's Contribution to Retirement                       | 23X            | 22XX             | \$<br>7,200   | TRS: 15% of line 119 (salaries)                    |
| 128 | Unemployment Compensation                                   | 250            | 22XX             | \$<br>355     | 0.74% of line 119 (salaries)                       |
| 129 | Workmen's Compensation                                      | 260            | 22XX             | \$<br>1,315   | 2.74% of line 119 (salaries)                       |
| 130 | (additional object codes may need to be added)              |                |                  |               |  |
| 131 |   |                |                  |               |  |
| 132 |   |                |                  |               |  |
| 133 | TOTAL B. Instructional Staff Services                       |                |                  | \$<br>70,766  |  |

#### **PELICAN FOUNDATION**

# First Year Annual Budget with Assumptions

# PELICAN FOUNDATION

|     | Description                                    | Object<br>Code | Function<br>Code | Amount    | Assumption  |
|-----|--|----------------|------------------|-----------|---|
|     | C. General Administration                      |                |                  |           |   |
|     | Board of Directors                             |                |                  |           |   |
| 134 | Legal Services                                 | 332            | 23XX             | \$ 12,000 | Legal services.   |
| 135 | Purchased Professional and Technical Services  | 300            | 2311             | \$ 12,000 | Board member training and consultation.                           |
| 136 | Audit Services                                 | 333            | 2311             | \$ 5,000  | Financial annual audit cost.                                      |
| 137 | Insurance (Other than Emp. Benefits)           | 52X            | 23XX             | \$ 6,000  | Board member professional indemnification.                        |
| 138 | Advertising                                    | 540            | 2311             | \$ 6,000  | Advertisement by the board.                                       |
| 139 | Travel/Mileage (Board of Directors)            | 730            | 23XX             | \$ 6,000  | Board member travel reimbursements.                               |
| 140 | Dues and Fees                                  | 810            | 2311             | \$ -      |   |
| 141 | Judgements                                     | 820            | 2311             | \$ -      |   |
| 142 | (additional object codes may need to be added) |                |                  | \$ 25,008 | Tis is put in escrow to cover the cost in case dissolution ocurs. |
| 143 |  |                |                  |           |   |
| 144 |  |                |                  |           |   |
| 145 | TOTAL C. General Administration                |                |                  | \$ 72,008 |   |

|     | Description                                    | Object<br>Code | Function<br>Code | Α  | mount   | Assumption   |
|-----|--|----------------|------------------|----|---------|--|
|     | D. School Administration                       |                |                  |    |         |  |
|     | Salaries                                       |                |                  |    |         |  |
| 146 | Principals                                     | 111            | 2410             | \$ | 72,000  | Principal: 1 at \$ 72,000                          |
| 147 | Assistant Principals                           | 111            | 2420             | \$ | 120,000 | Assistant Principals: 2 at \$ 60,000               |
| 148 | Clerical/Secretarial                           | 114            | 2400             | \$ | 24,000  | Secretary: 1 at \$ 24,000                          |
| 149 | Purchased Professional and Technical Services  | 300            | 2400             | \$ | 6,000   | Professional consultation, etc.                    |
| 150 | Repairs and Maintenance Services               | 430            | 2400             | \$ | 6,000   | For administration facilities                      |
| 151 | Rental of Equipment and Vehicles               | 442            | 2400             | \$ | 2,400   | For administrative purposes.                       |
| 152 | Telephone and Postage                          | 530            | 2400             | \$ | 2,400   | \$800 per administrator.                           |
| 153 | Travel Expense Reimbursement                   | 582            | 2400             | \$ | 2,400   | \$800 per administrator.                           |
| 154 | Materials and Supplies                         | 610            | 2400             | \$ | 2,400   | \$800 per administrator.                           |
| 155 | Furniture and Equipment                        | 73X            | 2400             | \$ | 3,600   | *1,200 per administrator.                          |
| 156 | Dues and Fees (Southern Association, etc.)     | 810            | 2400             | \$ | -       |  |
| 157 | Miscellaneous Expenditures                     | 890            | 2400             | \$ | 1,200   | \$400 per administrator.                           |
| 158 | Group Health Insurance                         | 210            | 24XX             | \$ | 7,200   | Group Insurance: \$1,800 per person times 4        |
| 159 | Social Security                                | 220            | 24XX             | \$ | 13,500  | Social Security: 6.25% of lines 146-148 (salaries) |
| 160 | Medicare                                       | 225            | 24XX             | \$ | 3,132   | Medicare: 1.45% of line 146-148 (salaries)         |
| 161 | Employer's Contribution to Retirement          | 23X            | 24XX             | \$ | 32,400  | TRS: 15% of line 146-148 (salaries)                |
| 162 | Unemployment Compensation                      | 250            | 24XX             | \$ | 1,598   | 0.74% of line 146-148 (salaries)                   |
| 163 | Workmen's Compensation                         | 260            | 24XX             | \$ | 5,918   | 2.74% of line 146-148 (salaries)                   |
| 164 | (additional object codes may need to be added) |                |                  |    |         |  |
| 165 |  |                |                  |    |         |  |
| 166 |  |                |                  |    |         |  |
| 167 | TOTAL D. School Administration                 |                |                  | \$ | 306,149 |  |

|     | Description                                       | Object<br>Code | Function<br>Code | Aı | mount   | Assumption                                    |
|-----|---|----------------|------------------|----|---------|---|
|     | E. Business Services                              |                |                  |    |         |   |
|     | 90 Fiscal Services (Internal Auditing, Budgeting, |                |                  |    |         |   |
|     | Payroll, Financial and Property Accounting, etc.) |                |                  |    |         |   |
| 168 | Salaries  | 11X            | 25XX             | \$ | 60,000  | Business Manager: 1 at \$ 60,000              |
| 169 | Purchased Professional and Technical Services     | 300            | 2510             | \$ | 24,000  | Accounting services                           |
| 170 | Technical Services (Bank Charges)                 | 340            | 2510             | \$ | 1,200   | Bank fees and other charges                   |
| 171 | Repairs and Maintenance Services                  | 430            | 2510             | \$ | 2,400   | Business department.                          |
| 172 | Rental of Equipment and Vehicles                  | 442            | 2510             | \$ | 1,200   | Business department.                          |
| 173 | Postage   | 530            | 2510             | \$ | 1,200   | For financial purposes.                       |
| 174 | Advertising                                       | 540            | 2510             | \$ | -       |   |
| 175 | Travel Expense Reimbursement                      | 582            | 2510             | \$ | 1,200   | Travel.                                       |
| 176 | Materials and Supplies                            | 610            | 2510             | \$ | 2,400   | For business department                       |
| 177 | Equipment   | 730            | 2510             | \$ | 3,600   | For business department                       |
| 178 | Interest (short-term loans)                       | 830            | 2513             | \$ | 12,000  | Possible interest payments on loans.          |
| 179 | Miscellaneous Expenditures                        | 890            | 2510             | \$ | 2,400   | Other expenditure                             |
| 180 | Group Health Insurance                            | 210            | 25XX             | \$ | 1,800   | Group Insurance: \$1,800 per person times 1   |
| 181 | Social Security                                   | 220            | 25XX             | \$ | 3,750   | Social Security: 6.25% of line 168 (salaries) |
| 182 | Medicare  | 225            | 25XX             | \$ | 870     | Medicare: 1.45% of line 168 (salaries)        |
| 183 | Employer's Contribution to Retirement             | 23X            | 25XX             | \$ | 9,000   | TRS: 15% of line 168 (salaries)               |
| 184 | Unemployment Compensation                         | 250            | 25XX             | \$ | 444     | 0.74% of line 168 (salaries)                  |
| 185 | Workmen's Compensation                            | 260            | 25XX             | \$ | 1,644   | 2.74% of line 168 (salaries)                  |
| 186 |   |                |                  |    |         |   |
| 187 |   |                |                  |    |         |   |
| 188 | TOTAL E. Business Services                        |                |                  | \$ | 129,108 |   |

|     | Description  | Object<br>Code | Function<br>Code | ,  | Amount  | Assumption   |
|-----|--|----------------|------------------|----|---------|--|
|     | F. Operation and Maintenance of Plant Services     |                |                  |    |         |  |
| 189 | Salaries (Custodians, Security, Crossing Patrol)   | 11X            | 26XX             | \$ | 24.000  | Custodian: 1 at \$ 24,000  |
| 190 | Purchased Professional and Technical Services      | 300            | 2600             | \$ | 24.000  | For security   |
| 191 | Rental of Equipment and Vehicles                   | 442            | 2640             | \$ | ,       | For maintenance.   |
| 192 | Rental of Land                                     | 441            | 2600             | \$ | -       |  |
| 193 | Materials and Supplies                             | 610            | 2600             | \$ | 2,400   | For maintenance.   |
| 194 | Gasoline   | 626            | 2600             | \$ | -       |  |
| 195 | Equipment  | 730            | 2600             | \$ | 2,400   | For maintenance.   |
| 196 | Miscellaneous Expenditures                         | 890            | 2600             | \$ | 1,200   | For maintenance.   |
|     | Operating Buildings                                |                |                  |    |         |  |
| 197 | Building Rental/Lease                              | 441            | 2620             | \$ | -       |  |
| 198 | Water/Sewage                                       | 411            | 2620             | \$ | 1,200   | We do not anticipate the school building lease. This is for minor facility needs if necessary. |
| 199 | Disposal Services                                  | 421            | 2620             | \$ | 600     | Waste disposal.  |
| 200 | Custodial Services                                 | 423            | 2620             | \$ | -       |  |
| 201 | Repairs and Maintenance Services                   | 430            | 2620             | \$ | 24,000  | Contratcted repair.  |
| 202 | Property Insurance                                 | 522            | 2620             | \$ | 12,000  | For the building and content.  |
| 203 | Telephone  | 530            | 2620             | \$ | 6,000   | \$500 per month.   |
| 204 | Natural Gas and Electricity                        | 62X            | 2620             | \$ | 60,000  | \$5000 per month.  |
| 205 | Care and Upkeep of Grounds                         | 4XX            | 2630             | \$ | 2,400   | \$200 per month.   |
| 206 | Care and Upkeep of Equipment                       | 4XX            | 2640             | \$ | -       |  |
| 207 | Vehicle Operation and Maintenance                  | Varies         | 26XX             | \$ | -       |  |
| 208 | Group Health Insurance                             | 210            | 26XX             | \$ | 1,800   | Group Insurance: \$1,800 per person times 1.   |
| 209 | Social Security                                    | 220            | 26XX             | \$ | 1,500   | Social Security: 6.25% of lines 189 (salaries)   |
| 210 | Medicare   | 225            | 26XX             | \$ | 348     | Medicare: 1.45% of line 189 (salaries)   |
| 211 | Employer's Contribution to Retirement              | 23X            | 26XX             | \$ | 3,600   | TRS: 15% of line 189 (salaries)  |
| 212 | Unemployment Compensation                          | 250            | 26XX             | \$ | 178     | 0.74% of line 189 (salaries)   |
| 213 | Workmen's Compensation                             | 260            | 26XX             | \$ | 658     | 2.74% of line 189 (salaries)   |
| 214 | (additional object codes may need to be added)     |                |                  |    |         |  |
| 215 |  |                | -                |    |         |  |
| 216 |  |                |                  |    |         |  |
| 217 | TOTAL F. Operation & Maintenance of Plant Services |                |                  | \$ | 169,483 |  |

#### **PELICAN FOUNDATION**

# First Year Annual Budget with Assumptions

# PELICAN FOUNDATION

|     | Description                                    | Object<br>Code | Function<br>Code | Am | ount    | Assumption   |
|-----|--|----------------|------------------|----|---------|--|
|     |  |                |                  |    |         |  |
|     | G. Student Transportation Services             |                |                  |    |         |  |
| 218 |  | 3XX            | 27XX             | \$ | 244,620 | \$3.02 per student times 450 students times 180 days |
|     | Regular Transportation Services                |                |                  |    |         |  |
| 219 | Salaries (Bus Driver & Substitutes)            | 11X            | 27XX             |    |         |  |
| 220 | Repairs and Maintenance Services               | 430            | 2721             |    |         |  |
| 221 | Payments in Lieu of Transportation             | 519            | 2721             |    |         |  |
| 222 | Fleet Insurance                                | 523            | 2721             |    |         |  |
| 223 | Materials and Supplies                         | 610            | 2721             |    |         |  |
| 224 | Gasoline/Diesel                                | 626            | 2721             |    |         |  |
| 225 | Equipment                                      | 730            | 2721             |    |         |  |
| 226 | Miscellaneous Expenditures                     | 890            | 2721             |    |         |  |
| 227 | Group Health Insurance                         | 210            | 27XX             |    |         |  |
| 228 | Social Security                                | 220            | 27XX             |    |         |  |
| 229 | Medicare                                       | 225            | 27XX             |    |         |  |
| 230 | Employer's Contribution to Retirement          | 23X            | 27XX             |    |         |  |
| 231 | Unemployment Compensation                      | 250            | 27XX             |    |         |  |
| 232 | Workmen's Compensation                         | 260            | 27XX             |    |         |  |
| 233 | (additional object codes may need to be added) |                |                  |    |         |  |
| 234 |  |                |                  |    |         |  |
| 235 |  |                |                  |    |         |  |
| 236 | TOTAL G. Student Transportation Services       |                |                  | \$ | 244,620 |  |

### PELICAN FOUNDATION

# First Year Annual Budget with Assumptions

# PELICAN FOUNDATION

|     | Description   | Object<br>Code | Function<br>Code | Amount          | Assumption                 |
|-----|---|----------------|------------------|-----------------|----------------------------|
|     |   |                |                  |                 |                            |
|     | H. Central Services                                   |                |                  |                 |                            |
|     | Planning, Research, Development, and Evaluation Svcs. |                |                  |                 |                            |
| 237 | Purchased Professional and Technical Services         | 300            | 28XX             | \$<br>1,200     | For professional services. |
| 238 | Fingerprinting and Background Check                   | 339            | 2830             | \$<br>1,500     | For fingerprinting         |
| 239 | Advertising   | 540            | 2830             | \$<br>-         |                            |
| 240 | Data Processing Services                              | Varies         | 28XX             | \$<br>-         |                            |
| 241 | Group Health Insurance                                | 210            | 28XX             | \$<br>-         |                            |
| 242 | Social Security                                       | 220            | 28XX             | \$<br>-         |                            |
| 243 | Medicare  | 225            | 28XX             | \$<br>-         |                            |
| 244 | Employer's Contribution to Retirement                 | 23X            | 28XX             | \$<br>-         |                            |
| 245 |   | 250            | 28XX             | \$<br>-         |                            |
| 246 | Workmen's Compensation                                | 260            | 28XX             | \$<br>-         |                            |
| 247 | Management Company Fee (3% of Revenues)               |                |                  | \$<br>110,579   | 3 % of total revenues      |
| 248 |   |                |                  |                 |                            |
| 249 | TOTAL H. Central Services                             |                |                  | \$<br>113,279   |                            |
|     |   |                |                  |                 |                            |
|     |   |                |                  |                 |                            |
| 250 | TOTAL II. SUPPORT SERVICE EXPENDITURES                |                |                  | \$<br>1,233,746 |                            |

|     | Description                                    | Object<br>Code | Function<br>Code | An | nount   | Assumption   |
|-----|--|----------------|------------------|----|---------|--|
|     |  |                |                  |    |         |  |
|     | III. OPERATION OF NON-INSTRUCTIONAL SERVICES   |                |                  |    |         |  |
|     | A. Food Service Operations                     |                |                  |    |         |  |
| 251 | Salaries                                       | 11X            | 3100             |    |         |  |
| 252 | Purchased Property Services                    | 4XX            | 3100             | \$ | 302,940 | \$3.74 per student times 450 students times 180 days |
| 253 | Food Service Management                        | 570            | 3100             |    |         |  |
| 254 | Travel Reimbursement & Mileage                 | 58X            | 3100             |    |         |  |
| 255 | Materials and Supplies                         | 610            | 3100             |    |         |  |
| 256 | Energy (Gas, Electricity, etc.)                | 620            | 3100             |    |         |  |
| 257 | Technical Services                             | 340            | 3100             |    |         |  |
| 258 | Food (Purchased & Commodities)                 | 63X            | 3100             |    |         |  |
| 259 | Telephone and Postage                          | 530            | 3100             |    |         |  |
| 260 | Equipment                                      | 730            | 3100             |    |         |  |
| 261 | Group Health Insurance                         | 210            | 31XX             |    |         |  |
| 262 | Social Security                                | 220            | 31XX             |    |         |  |
| 263 | Medicare                                       | 225            | 31XX             |    |         |  |
| 264 | Employer's Contribution to Retirement          | 23X            | 31XX             |    |         |  |
| 265 | Unemployment Compensation                      | 250            | 31XX             |    |         |  |
| 266 | Workmen's Compensation                         | 260            | 31XX             |    |         |  |
| 267 | (additional object codes may need to be added) |                |                  |    |         |  |
| 268 |  |                |                  |    |         |  |
| 269 |  |                |                  |    |         |  |
| 270 | TOTAL A. Food Service Operations               |                |                  | \$ | 302,940 |  |

|     | Description   | Object<br>Code | Function<br>Code | ,  | Amount  | Assumption  |
|-----|---|----------------|------------------|----|---------|---|
|     |   |                |                  |    |         |   |
|     | B. Community Service Operations (e.g. 4-H programs) |                |                  |    |         |   |
| 271 | Salaries  | 11X            | 33XX             |    |         |   |
| 272 | Materials and Supplies                              | 610            | 3300             |    |         |   |
| 273 | Group Health Insurance                              |                | 33XX             |    |         |   |
| 274 | Social Security                                     |                | 33XX             |    |         |   |
| 275 | Medicare  |                | 33XX             |    |         |   |
| 276 | Employer's Contribution to Retirement               |                | 33XX             |    |         |   |
| 277 | Unemployment Compensation                           | 250            | 33XX             |    |         |   |
| 278 | Workmen's Compensation                              | 260            | 33XX             |    |         |   |
| 279 | (additional object codes may need to be added)      |                |                  |    |         |   |
| 280 |   |                |                  |    |         |   |
|     |   |                |                  |    |         |   |
| 281 | TOTAL B. Community Service Operations               |                |                  | \$ | -       |   |
|     |   |                |                  |    |         |   |
|     | TOTAL III. OPERATION OF NON-INSTRUCTIONAL           |                |                  |    |         |   |
| 282 | SERVICE EXPENDITURES                                |                |                  | \$ | 302,940 |   |
|     | IV. FACILITY ACQUISITION AND CONSTRUCTION SVCS.     |                |                  |    |         |   |
| 283 | Architect/Engineering Services                      | 334            | 4300             |    |         |   |
| 284 | Construction Services                               | 450            | 4500             |    |         |   |
| 285 | Building Improvements - Renovate/Remodel            | 450            | 4600             | \$ | 12,000  | Possible improvement                                    |
| 286 | Equipment   | 730            | 4500             | \$ | 36,000  | Lease payments for equipment as \$3,000 per month       |
| 287 | Repairs and Maintenance Services                    | 430            | 4000             | \$ | 24,000  | Maintaining the current facilities as \$2,000 per month |
| 288 | (additional object codes may need to be added)      |                |                  |    |         |   |
| 289 |   |                | -                |    |         |   |
| 290 |   |                |                  |    |         |   |
|     | TOTAL IV. FACILITY ACQUISITION AND CONSTRUCTION     |                |                  |    |         |   |
| 291 | SERVICE EXPENDITURES                                |                |                  | \$ | 72,000  |   |

|     | Description                                      | Object<br>Code | Function<br>Code | Amount       | Assumption |
|-----|--|----------------|------------------|--------------|------------|
|     | V. DEBT SERVICE                                  |                |                  |              |            |
|     | Debt Service                                     |                |                  |              |            |
| 292 | Banking Services                                 | 340            | 5100             |              |            |
| 293 | Interest (long-term)                             | 830            | 5100             |              |            |
| 294 | Redemption of Principal                          | 910            | 5100             |              |            |
| 295 | Miscellaneous Expenditures                       | 890            | 5100             |              |            |
| 296 | (additional object codes may need to be added)   |                |                  |              |            |
| 297 |  |                |                  |              |            |
| 298 |  |                |                  |              |            |
| 299 | TOTAL V. DEBT SERVICE                            |                |                  | \$ -         |            |
|     |  |                |                  |              |            |
| 300 | TOTAL I - V. ALL EXPENDITURES                    |                |                  | \$ 3,579,938 |            |
|     |  |                |                  |              |            |
|     | VI. OTHER FINANCING USES                         |                |                  |              |            |
| 301 | Other Uses of Funds (provide detail)             | Varies         | 52XX             |              |            |
| 302 |  |                |                  |              |            |
| 303 | TOTAL VI. OTHER FINANCING SOURCES (USES)         |                |                  | \$ -         |            |
|     |  |                |                  |              |            |
| FUN | ID BALANCES                                      |                |                  |              |            |
|     | EXCESS (DEFICIENCY) OF REVENUE AND OTHER SOURCES |                |                  |              |            |
| 304 | OVER EXPENDITURES AND OTHER USES                 |                |                  | \$ 106,029   |            |

# Attachment 40-3

First Year Monthly Cash Flow Projection with Assumptions for monthly changes

### First Year Monthly Cash Flow Projection

|    | Description                                      | Object<br>Code | Function<br>Code | July         | August       | September    | October      | November     | December     | January      | February     | March        | April        | May          | June         | Total          |
|----|--|----------------|------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|----------------|
|    | REVENUES:  |                |                  |              |              |              |              |              |              |              |              |              |              |              |              |                |
|    | REVENUES FROM LOCAL SOURCES                      |                |                  |              |              |              |              |              |              |              |              |              |              |              |              |                |
| 1  | Local Per Pupil Aid                              |                | 1XXX             | \$ 106,050   | \$ 106,050   | \$ 106,050   | \$ 106,050   | \$ 106,050   | \$ 106,050   | \$ 106,050   | \$ 106,050   | \$ 106,050   | \$ 106,050   | \$ 106,050   | \$ 106,050   | \$1,272,600.00 |
| 2  | Earnings on Investments                          |                | 15XX             |              |              |              |              |              |              |              |              |              |              |              |              |                |
| 3  | Food Service                                     |                | 16XX             |              | \$4,032.00   | \$4,032.00   | \$4,032.00   | \$4,032.00   | \$4,032.00   | \$4,032.00   | \$4,032.00   | \$4,032.00   | \$4,032.00   | \$4,032.00   |              | \$40,320.00    |
| 4  | Community Service Activities                     |                | 1800             |              |              |              |              |              |              |              |              |              |              |              |              | \$0.00         |
|    | Other Revenue From Local Sources                 |                |                  |              |              |              |              |              |              |              |              |              |              |              |              |                |
| 5  | Contributions and Donations                      |                | 1920             |              |              |              |              |              |              |              |              |              |              |              |              | \$0.00         |
| 6  | Books and Supplies Sold                          |                | 1940             |              |              |              |              |              |              |              |              |              |              |              |              | \$0.00         |
| 7  | Other Miscellaneous Revenues                     |                | 199X             |              |              |              |              |              |              |              |              |              |              |              |              | \$0.00         |
| 8  | (additional function codes may need to be added) |                |                  |              |              |              |              |              |              |              |              |              |              |              |              | \$0.00         |
| 9  |  |                |                  |              |              |              |              |              |              |              |              |              |              |              |              | \$0.00         |
| 10 | TOTAL REVENUES FROM LOCAL SOURCES                |                |                  | \$109,410.00 | \$109,410.00 | \$109,410.00 | \$109,410.00 | \$109,410.00 | \$109,410.00 | \$109,410.00 | \$109,410.00 | \$109,410.00 | \$109,410.00 | \$109,410.00 | \$109,410.00 | \$1,312,920.00 |
|    | REVENUE FROM STATE SOURCES                       |                |                  |              |              |              |              |              |              |              |              |              |              |              |              |                |
|    | Unrestricted Grants-In-Aid                       |                |                  |              |              |              |              |              |              |              |              |              |              |              |              |                |
| 11 | State Per Pupil Aid                              |                | 311X             | \$ 135,750   | \$ 135,750   | \$ 135,750   | \$ 135,750   | \$ 135,750   | \$ 135,750   | \$ 135,750   | \$ 135,750   | \$ 135,750   | \$ 135,750   | \$ 135,750   | \$ 135,750   | \$1,629,000.00 |
| 12 | Other Unrestricted Revenues                      |                | 3190             |              |              |              |              |              |              |              |              |              |              |              |              | \$0.00         |
|    | Restricted Grants-In-Aid                         |                |                  |              |              |              |              |              |              |              |              |              |              |              |              |                |
| 13 | Education Support Fund (8g)                      |                | 3220             |              |              |              |              |              |              |              |              |              |              |              |              | \$0.00         |
| 14 | PIP  |                | 3230             |              |              |              |              |              |              |              |              |              |              |              |              | \$0.00         |
| 15 | Other Restricted Revenues                        |                | 3290             | \$ 492       | \$ 492       | \$ 492       | \$ 492       | \$ 492       | \$ 492       | \$ 492       | \$ 492       | \$ 492       | \$ 492       | \$ 492       | \$ 492       | \$5,907.96     |
| 16 | (additional function codes may need to be added) |                |                  |              |              |              |              |              |              |              |              |              |              |              |              | \$0.00         |
| 17 |  |                |                  |              |              |              |              |              |              |              |              |              |              |              |              | \$0.00         |
| 18 | TOTAL REVENUE FROM STATE SOURCES                 |                |                  | \$136,242.33 | \$136,242.33 | \$136,242.33 | \$136,242.33 | \$136,242.33 | \$136,242.33 | \$136,242.33 | \$136,242.33 | \$136,242.33 | \$136,242.33 | \$136,242.33 | \$136,242.33 | \$1,634,907.96 |

Louisiana laws contain requirements for school district accounting. By law, the Louisiana Accounting and Uniform Governmental Handbook (LAUGH) (Bulletin 1929) is the required accounting manual for local educational agencies. This document can be accessed on the Department of Education's website at www.louisianaschools.net.

# First Year Monthly Cash Flow Projection

|    | Description  | Object<br>Code | Function<br>Code | July         | August       | September    | October      | November     | December     | January      | February     | March        | April        | May          | June         | Total          |
|----|--|----------------|------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|----------------|
|    | REVENUE FROM FEDERAL SOURCES                             |                |                  |              |              |              |              |              |              |              |              |              |              |              |              |                |
|    | Unrestricted Grants-In-Aid Direct From the Federal Gov't |                |                  |              |              |              |              |              |              |              |              |              |              |              |              |                |
| 19 | Impact Aid Fund  |                | 4110             |              |              |              |              |              |              |              |              |              |              |              |              | \$0.00         |
|    | Restricted Grants-In-Aid Direct From the Federal Gov't   |                |                  |              |              |              |              |              |              |              |              |              |              |              |              |                |
| 20 | Other Restricted Grants - Direct                         |                | 4390             |              |              |              |              |              |              |              |              |              |              |              |              | \$0.00         |
|    | Restricted Grants-In-Aid From Federal Gov't Thru State   |                |                  |              |              |              |              |              |              |              |              |              |              |              |              |                |
| 21 | School Food Service                                      |                | 4515             |              | \$ 14,616    | \$ 14,616    | \$ 14,616    | \$ 14,616    | \$ 14,616    | \$ 14,616    | \$ 14,616    | \$ 14,616    | \$ 14,616    | \$ 14,616    |              | \$146,160.00   |
|    | Special Education  |                |                  |              |              |              |              |              |              |              |              |              |              |              |              |                |
| 22 | IDEA - Part B  |                | 4531             | \$ 6,914     | \$ 6,914     | \$ 6,914     | \$ 6,914     | \$ 6,914     | \$ 6,914     | \$ 6,914     | \$ 6,914     | \$ 6,914     | \$ 6,914     | \$ 6,914     | \$ 6,914     | \$82,962.00    |
| 23 | IDEA - Preschool   |                | 4532             |              |              |              |              |              |              |              |              |              |              |              |              | \$0.00         |
| 24 | Other Special Education Programs                         |                | 4535             |              |              |              |              |              |              |              |              |              |              |              |              | \$0.00         |
|    | No Child Left Behind (NCLB)                              |                |                  |              |              |              |              |              |              |              |              |              |              |              |              |                |
| 25 |  |                | 4541             | \$ 29,958    | \$ 29,958    | \$ 29,958    | \$ 29,958    | \$ 29,958    | \$ 29,958    | \$ 29,958    | \$ 29,958    | \$ 29,958    | \$ 29,958    | \$ 29,958    | \$ 29,958    | \$359,496.00   |
| 26 | J  |                | 4542             |              |              |              |              |              |              |              |              |              |              |              |              | \$0.00         |
| 27 | <u> </u>   |                | 4543             | \$75.00      | \$75.00      | \$75.00      | \$75.00      | \$75.00      | \$75.00      | \$75.00      | \$75.00      | \$75.00      | \$75.00      | \$75.00      | \$75.00      | \$900.00       |
| 28 | · · · · · · · · · · · · · · · · · · ·                    |                | 4544             | \$112.50     | \$112.50     | \$112.50     | \$112.50     | \$112.50     | \$112.50     | \$112.50     | \$112.50     | \$112.50     | \$112.50     | \$112.50     | \$112.50     | \$1,350.00     |
| 29 |  |                | 4545             | \$ 9,394     | \$ 9,394     | \$ 9,394     | \$ 9,394     | \$ 9,394     | \$ 9,394     | \$ 9,394     | \$ 9,394     | \$ 9,394     | \$ 9,394     | \$ 9,394     | \$ 9,394     | \$112,725.00   |
| 30 | <u> </u>   |                | 4546             |              |              |              |              |              |              |              |              |              |              |              |              | \$0.00         |
| 31 | <u> </u>   |                | 4590             | \$34,546.00  |              |              |              |              |              |              |              |              |              |              |              | \$34,546.00    |
|    | Revenue For/On Behalf of the LEA                         |                |                  |              |              |              |              |              |              |              |              |              |              |              |              |                |
| 32 | Value of USDA Commodities                                |                | 4920             |              |              |              |              |              |              |              |              |              |              |              |              | \$0.00         |
| 33 | (additional function codes may need to be added)         |                |                  |              |              |              |              |              |              |              |              |              |              |              |              | \$0.00         |
| 34 |  |                |                  |              |              |              |              |              |              |              |              |              |              |              |              | \$0.00         |
| 35 |  |                |                  |              |              |              |              |              |              |              |              |              |              |              |              | \$0.00         |
| 36 | TOTAL REVENUE FROM FEDERAL SOURCES                       |                |                  | \$80,998.75  | \$61,068.75  | \$61,068.75  | \$61,068.75  | \$61,068.75  | \$61,068.75  | \$61,068.75  | \$61,068.75  | \$61,068.75  | \$61,068.75  | \$61,068.75  | \$46,452.75  | \$738,139.00   |
|    |  |                |                  |              |              |              |              |              |              |              |              |              |              |              |              |                |
|    | Other Sources of Funds (Provide Detail)                  |                |                  |              |              |              |              |              |              |              |              |              |              |              |              |                |
| 37 |  |                | 5XXX             |              |              |              |              |              |              |              |              |              |              |              |              | \$0.00         |
| 38 |  |                |                  |              |              |              |              |              |              |              |              |              |              |              |              | \$0.00         |
| 39 | TOTAL REVENUES AND OTHER SOURCES OF FUNDS                |                |                  | \$326,651.08 | \$306,721.08 | \$306,721.08 | \$306,721.08 | \$306,721.08 | \$306,721.08 | \$306,721.08 | \$306,721.08 | \$306,721.08 | \$306,721.08 | \$306,721.08 | \$292,105.08 | \$3,685,966.96 |

# First Year Monthly Cash Flow Projection

|    | Description   | Object<br>Code | Function<br>Code |          | July      | August       | September    | О   | October   | November     | Dec  | cember    | January      | February     | March        | April        | Мау          | June         | Total          |
|----|---|----------------|------------------|----------|-----------|--------------|--------------|-----|-----------|--------------|------|-----------|--------------|--------------|--------------|--------------|--------------|--------------|----------------|
|    | EXPENDITURES:                                       |                |                  |          |           |              |              |     |           |              |      |           |              |              |              |              |              |              |                |
|    | I. INSTRUCTION                                      |                |                  |          |           |              |              |     |           |              |      |           |              |              |              |              |              |              |                |
|    | A. Regular Programs - Elementary/Secondary          |                |                  |          |           |              |              |     |           |              |      |           |              |              |              |              |              |              |                |
|    | Salaries  |                |                  |          |           |              |              |     |           |              |      |           |              |              |              |              |              |              |                |
| 40 | Teachers  | 112            | 1100             | \$       | 82,333    | \$ 82,333    | \$ 82,333    | \$  | 82,333    | \$ 82,333    | \$   | 82,333    | \$ 82,333    | \$ 82,333    | \$ 82,33     | \$ 82,333    | \$ 82,333    | \$ 82,333    | \$988,000.00   |
| 41 | Aides   | 115            | 1100             |          |           |              | \$ 9,600     | \$  | 9,600     | \$ 9,600     | \$   | 9,600     | \$ 9,600     | \$ 9,600     | \$ 9,600     | \$ 9,600     | \$ 9,600     | \$ 9,600     | \$96,000.00    |
| 42 | Substitute Teachers and Aides                       | 123            | 1100             |          |           |              | \$ 7,600     | \$  | 7,600     | \$ 7,600     | \$   | 7,600     | \$ 7,600     | \$ 7,600     | \$ 7,600     | \$ 7,600     | \$ 7,600     | \$ 7,600     | \$76,000.00    |
| 43 | Purchased Professional and Technical Services       | 300            | 1100             |          |           |              |              |     |           |              |      |           |              |              |              |              |              |              | \$0.00         |
| 44 | Repairs and Maintenance Services                    | 430            | 1100             |          |           |              | \$ 1,300     | \$  | 1,300     | \$ 1,300     | \$   | 1,300     | \$ 1,300     | \$ 1,300     | \$ 1,300     | \$ 1,300     | \$ 1,300     | \$ 1,300     | \$13,000.00    |
| 45 | Travel Expense Reimbursement                        | 582            | 1100             |          |           |              | \$ 1,300     | \$  | 1,300     | \$ 1,300     | \$   | 1,300     | \$ 1,300     | \$ 1,300     | \$ 1,30      | \$ 1,300     | \$ 1,300     | \$ 1,300     | \$13,000.00    |
|    | Instructional Supplies                              |                |                  |          |           |              |              |     |           |              |      |           |              |              |              |              |              |              |                |
| 46 | Materials and Supplies (e.g., printed report cards) | 610            | 1100             |          |           |              | \$ 900       | \$  | 900       | \$ 900       | \$   | 900       | \$ 900       | \$ 900       | \$ 90        | \$ 900       | \$ 900       | \$ 900       | \$9,000.00     |
| 47 | Textbooks/Workbooks                                 | 642            | 1100             | \$       | 60,000    | \$ 40,000    | \$ 40,000    | \$  | 40,000    |              |      |           |              |              |              |              |              |              | \$180,000.00   |
| 48 | Equipment   | 730            | 1100             | \$       | 3,250     | \$ 3,250     | \$ 3,250     | \$  | 3,250     | \$ 3,250     | \$   | 3,250     | \$ 3,250     | \$ 3,250     | \$ 3,25      | \$ 3,250     | \$ 3,250     | \$ 3,250     | \$39,000.00    |
| 49 | Miscellaneous Expenditures                          | 890            | 1100             | \$       | 500       | \$ 500       | \$ 500       | \$  | 500       | \$ 500       | \$   | 500       | \$ 500       | \$ 500       | \$ 50        | \$ 500       | \$ 500       | \$ 500       | \$6,000.00     |
| 50 |   | 210            | 1100             | \$       | 3,900     | \$ 3,900     | \$ 3,900     | \$  | 3,900     | \$ 3,900     | \$   | 3,900     | \$ 3,900     | \$ 3,900     | \$ 3,900     | \$ 3,900     | \$ 3,900     | \$ 3,900     | \$46,800.00    |
| 51 | Social Security                                     | 220            | 1100             | \$       | 5,146     | \$ 5,146     | \$ 5,146     | \$  | 5,146     | \$ 5,146     | \$   | 5,146     | \$ 5,146     | \$ 5,146     | \$ 5,140     | \$ 5,146     | \$ 5,146     | \$ 5,146     | \$61,750.00    |
| 52 |   | 225            | 1100             | \$       | 1,194     | \$ 1,194     | \$ 1,194     | \$  | 1,194     | \$ 1,194     | \$   | 1,194     | \$ 1,194     | \$ 1,194     | \$ 1,19      | \$ 1,194     | \$ 1,194     | \$ 1,194     | \$14,326.00    |
| 53 | 1 ,   | 23X            | 1100             | \$       | 12,350    | \$ 12,350    | \$ 12,350    | \$  | 12,350    | \$ 12,350    | \$   | 12,350    | \$ 12,350    | \$ 12,350    | \$ 12,350    | \$ 12,350    | \$ 12,350    | \$ 12,350    | \$148,200.00   |
| 54 | Unemployment Compensation                           | 250            | 1100             | \$       | 609       | \$ 609       | \$ 609       | \$  | 609       | \$ 609       | \$   | 609       | \$ 609       | \$ 609       | \$ 609       | \$ 609       | \$ 609       | \$ 609       | \$7,311.20     |
| 55 | Workmen's Compensation                              | 260            | 1100             | \$       | 2,256     | \$ 2,256     | \$ 2,256     | \$  | 2,256     | \$ 2,256     | \$   | 2,256     | \$ 2,256     | \$ 2,256     | \$ 2,250     | \$ 2,256     | \$ 2,256     | \$ 2,256     | \$27,071.20    |
| 56 | (additional object codes may need to be added)      |                |                  |          |           |              |              |     |           |              |      |           |              |              |              |              |              |              | \$0.00         |
| 57 |   |                |                  |          |           |              |              |     |           |              |      |           |              |              |              |              |              |              | \$0.00         |
| 58 |   |                |                  |          |           |              |              |     |           |              |      |           |              |              |              |              |              |              | \$0.00         |
| 59 |   |                |                  | <u> </u> |           |              |              |     |           |              |      |           |              |              |              |              |              |              | \$0.00         |
| 60 | TOTAL A. Regular Program Expenditures               |                |                  | \$1      | 71,538.20 | \$151,538.20 | \$172,238.20 | \$1 | 72,238.20 | \$132,238.20 | \$13 | 32,238.20 | \$132,238.20 | \$132,238.20 | \$132,238.20 | \$132,238.20 | \$132,238.20 | \$132,238.20 | \$1,725,458.40 |

|    | Description  | Object<br>Code |      | July        | August      | September   | October     | November    | December    | January     | February    | March       | April       | Мау         | June        | Total        |
|----|--|----------------|------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|--------------|
|    |  |                |      |             |             |             |             |             |             |             |             |             |             |             |             |              |
|    | B. Special Education Programs (Including Summer & Preschool) |                |      |             |             |             |             |             |             |             |             |             |             |             |             |              |
|    | & Gifted/Talented Programs                                   |                |      |             |             |             |             |             |             |             |             |             |             |             |             |              |
|    | Salaries   |                |      |             |             |             |             |             |             |             |             |             |             |             |             |              |
| 61 | Teachers   | 112            | 1210 | \$9,500.00  | \$9,500.00  | \$9,500.00  | \$9,500.00  | \$9,500.00  | \$9,500.00  | \$9,500.00  | \$9,500.00  | \$9,500.00  | \$9,500.00  | \$9,500.00  | \$9,500.00  | \$114,000.00 |
| 62 | Therapists (OT,PT,Speech,etc.)                               | 113            | 1210 | \$0.00      | \$0.00      | \$0.00      | \$0.00      | \$0.00      | \$0.00      | \$0.00      | \$0.00      | \$0.00      | \$0.00      | \$0.00      | \$0.00      | \$0.00       |
| 63 | Aides  | 115            | 1210 | \$0.00      | \$0.00      | \$0.00      | \$0.00      | \$0.00      | \$0.00      | \$0.00      | \$0.00      | \$0.00      | \$0.00      | \$0.00      | \$0.00      | \$0.00       |
| 64 | Substitute Teachers and Aides                                | 123            | 1210 |             |             |             |             |             |             |             |             |             |             |             |             | \$0.00       |
| 65 | Purchased Professional and Technical Services                | 300            | 1210 |             |             | \$1,200.00  | \$1,200.00  | \$1,200.00  | \$1,200.00  | \$1,200.00  | \$1,200.00  | \$1,200.00  | \$1,200.00  | \$1,200.00  | \$1,200.00  | \$12,000.00  |
| 66 | Repairs and Maintenance Services                             | 430            | 1210 | \$0.00      | \$0.00      | \$0.00      | \$0.00      | \$0.00      | \$0.00      | \$0.00      | \$0.00      | \$0.00      | \$0.00      | \$0.00      | \$0.00      | \$0.00       |
| 67 | Travel Expense Reimbursement                                 | 582            | 1210 |             |             | \$60.00     | \$60.00     | \$60.00     | \$60.00     | \$60.00     | \$60.00     | \$60.00     | \$60.00     | \$60.00     | \$60.00     | \$600.00     |
|    | Instructional Supplies                                       |                |      | \$0.00      | \$0.00      | \$0.00      | \$0.00      | \$0.00      | \$0.00      | \$0.00      | \$0.00      | \$0.00      | \$0.00      | \$0.00      | \$0.00      |              |
| 68 | Materials and Supplies                                       | 610            | 1210 |             |             | \$1,200.00  | \$1,200.00  | \$1,200.00  | \$1,200.00  | \$1,200.00  | \$1,200.00  | \$1,200.00  | \$1,200.00  | \$1,200.00  | \$1,200.00  | \$12,000.00  |
| 69 | Textbooks/Workbooks  | 642            | 1210 | \$100.00    | \$100.00    | \$100.00    | \$100.00    | \$100.00    | \$100.00    | \$100.00    | \$100.00    | \$100.00    | \$100.00    | \$100.00    | \$100.00    | \$1,200.00   |
| 70 | Equipment  | 730            | 1210 |             |             | \$600.00    | \$600.00    | \$600.00    | \$600.00    | \$600.00    | \$600.00    | \$600.00    | \$600.00    | \$600.00    | \$600.00    | \$6,000.00   |
| 71 | Miscellaneous Expenditures                                   | 890            | 1210 |             |             | \$60.00     | \$60.00     | \$60.00     | \$60.00     | \$60.00     | \$60.00     | \$60.00     | \$60.00     | \$60.00     | \$60.00     | \$600.00     |
| 72 | Group Health Insurance                                       | 210            | 1200 | \$450.00    | \$450.00    | \$450.00    | \$450.00    | \$450.00    | \$450.00    | \$450.00    | \$450.00    | \$450.00    | \$450.00    | \$450.00    | \$450.00    | \$5,400.00   |
| 73 | Social Security  | 220            | 1200 | \$593.75    | \$593.75    | \$593.75    | \$593.75    | \$593.75    | \$593.75    | \$593.75    | \$593.75    | \$593.75    | \$593.75    | \$593.75    | \$593.75    | \$7,125.00   |
| 74 | Medicare   | 225            | 1200 | \$137.75    | \$137.75    | \$137.75    | \$137.75    | \$137.75    | \$137.75    | \$137.75    | \$137.75    | \$137.75    | \$137.75    | \$137.75    | \$137.75    | \$1,653.00   |
| 75 | Employer's Contribution to Retirement                        | 23X            | 1200 | \$1,425.00  | \$1,425.00  | \$1,425.00  | \$1,425.00  | \$1,425.00  | \$1,425.00  | \$1,425.00  | \$1,425.00  | \$1,425.00  | \$1,425.00  | \$1,425.00  | \$1,425.00  | \$17,100.00  |
| 76 | Unemployment Compensation                                    | 250            | 1200 | \$70.30     | \$70.30     | \$70.30     | \$70.30     | \$70.30     | \$70.30     | \$70.30     | \$70.30     | \$70.30     | \$70.30     | \$70.30     | \$70.30     | \$843.60     |
| 77 | Workmen's Compensation                                       | 260            | 1200 | \$260.30    | \$260.30    | \$260.30    | \$260.30    | \$260.30    | \$260.30    | \$260.30    | \$260.30    | \$260.30    | \$260.30    | \$260.30    | \$260.30    | \$3,123.60   |
| 78 | (additional object codes may need to be added)               |                |      |             |             |             |             |             |             |             |             |             |             |             |             | \$0.00       |
| 79 |  |                |      |             |             |             |             |             |             |             |             |             |             |             |             | \$0.00       |
| 80 |  |                |      |             |             |             |             |             |             |             |             |             |             |             |             | \$0.00       |
| 81 |  |                |      |             |             |             |             |             |             |             |             |             |             |             |             | \$0.00       |
| 82 | TOTAL B. Special Education Programs                          |                |      | \$12,537.10 | \$12,537.10 | \$15,657.10 | \$15,657.10 | \$15,657.10 | \$15,657.10 | \$15,657.10 | \$15,657.10 | \$15,657.10 | \$15,657.10 | \$15,657.10 | \$15,657.10 | \$181,645.20 |

|     | Description  | Object<br>Code | Function<br>Code | July         | August       | September    | October      | November     | December     | January      | February     | March        | April        | May          | June         | Total          |
|-----|--|----------------|------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|----------------|
|     |  |                |                  |              |              |              |              |              |              |              |              |              |              |              |              |                |
|     | C. Other Instructional Programs (Vocational Ed., Special |                |                  |              |              |              |              |              |              |              |              |              |              |              |              |                |
|     | Programs, Adult Ed., and Other Programs)                 |                |                  |              |              |              |              |              |              |              |              |              |              |              |              |                |
|     | Salaries   |                |                  |              |              |              |              |              |              |              |              |              |              |              |              |                |
| 83  | Teachers   | 112            | Varies           | \$3,166.67   | \$3,166.67   | \$3,166.67   | \$3,166.67   | \$3,166.67   | \$3,166.67   | \$3,166.67   | \$3,166.67   | \$3,166.67   | \$3,166.67   | \$3,166.67   | \$3,166.67   | \$38,000.00    |
| 84  | Aides  | 115            | Varies           | \$0.00       | \$0.00       | \$0.00       | \$0.00       | \$0.00       | \$0.00       | \$0.00       | \$0.00       | \$0.00       | \$0.00       | \$0.00       | \$0.00       | \$0.00         |
| 85  | Substitute Teachers and Aides                            | 123            | Varies           | \$0.00       | \$0.00       | \$0.00       | \$0.00       | \$0.00       | \$0.00       | \$0.00       | \$0.00       | \$0.00       | \$0.00       | \$0.00       | \$0.00       | \$0.00         |
| 86  | Purchased Professional and Technical Services            | 300            | Varies           |              |              |              |              |              |              |              |              |              |              |              |              | \$0.00         |
| 87  | Repairs and Maintenance Services                         | 430            | Varies           | \$0.00       | \$0.00       | \$0.00       | \$0.00       | \$0.00       | \$0.00       | \$0.00       | \$0.00       | \$0.00       | \$0.00       | \$0.00       | \$0.00       | \$0.00         |
| 88  | Travel Expense Reimbursement                             | 582            | Varies           | \$50.00      | \$50.00      | \$50.00      | \$50.00      | \$50.00      | \$50.00      | \$50.00      | \$50.00      | \$50.00      | \$50.00      | \$50.00      | \$50.00      | \$600.00       |
|     | Instructional Supplies                                   |                |                  |              |              |              |              |              |              |              |              |              |              |              |              |                |
| 89  | Materials and Supplies                                   | 610            | Varies           |              |              | \$600.00     | \$600.00     | \$600.00     | \$600.00     | \$600.00     | \$600.00     | \$600.00     | \$600.00     | \$600.00     | \$600.00     | \$6,000.00     |
| 90  | Textbooks/Workbooks                                      | 642            | Varies           |              |              | \$120.00     | \$120.00     | \$120.00     | \$120.00     | \$120.00     | \$120.00     | \$120.00     | \$120.00     | \$120.00     | \$120.00     | \$1,200.00     |
| 91  | Furniture and Equipment                                  | 73X            | Varies           |              |              | \$600.00     | \$600.00     | \$600.00     | \$600.00     | \$600.00     | \$600.00     | \$600.00     | \$600.00     | \$600.00     | \$600.00     | \$6,000.00     |
| 92  | Miscellaneous Expenditures                               | 890            | Varies           |              |              | \$60.00      | \$60.00      | \$60.00      | \$60.00      | \$60.00      | \$60.00      | \$60.00      | \$60.00      | \$60.00      | \$60.00      | \$600.00       |
| 93  | Group Health Insurance                                   | 210            | Varies           | \$150.00     | \$150.00     | \$150.00     | \$150.00     | \$150.00     | \$150.00     | \$150.00     | \$150.00     | \$150.00     | \$150.00     | \$150.00     | \$150.00     | \$1,800.00     |
| 94  | Social Security  | 220            | Varies           | \$197.92     | \$197.92     | \$197.92     | \$197.92     | \$197.92     | \$197.92     | \$197.92     | \$197.92     | \$197.92     | \$197.92     | \$197.92     | \$197.92     | \$2,375.00     |
| 95  | Medicare   | 225            | Varies           | \$45.92      | \$45.92      | \$45.92      | \$45.92      | \$45.92      | \$45.92      | \$45.92      | \$45.92      | \$45.92      | \$45.92      | \$45.92      | \$45.92      | \$551.00       |
| 96  | Employer's Contribution to Retirement                    | 23X            | Varies           | \$475.00     | \$475.00     | \$475.00     | \$475.00     | \$475.00     | \$475.00     | \$475.00     | \$475.00     | \$475.00     | \$475.00     | \$475.00     | \$475.00     | \$5,700.00     |
| 97  | Unemployment Compensation                                | 250            | Varies           | \$23.43      | \$23.43      | \$23.43      | \$23.43      | \$23.43      | \$23.43      | \$23.43      | \$23.43      | \$23.43      | \$23.43      | \$23.43      | \$23.43      | \$281.20       |
| 98  | Workmen's Compensation                                   | 260            | Varies           | \$86.77      | \$86.77      | \$86.77      | \$86.77      | \$86.77      | \$86.77      | \$86.77      | \$86.77      | \$86.77      | \$86.77      | \$86.77      | \$86.77      | \$1,041.20     |
| 99  | (additional object codes may need to be added)           |                |                  |              |              |              |              |              |              |              |              |              |              |              |              | \$0.00         |
| 100 |  |                |                  |              |              |              |              |              |              |              |              |              |              |              |              | \$0.00         |
| 101 |  |                |                  |              |              |              |              |              |              |              |              |              |              |              |              | \$0.00         |
| 102 |  |                |                  |              |              |              |              |              |              |              |              |              |              |              |              | \$0.00         |
| 103 | C. TOTAL Other Instructional Programs                    |                |                  | \$4,195.70   | \$4,195.70   | \$5,575.70   | \$5,575.70   | \$5,575.70   | \$5,575.70   | \$5,575.70   | \$5,575.70   | \$5,575.70   | \$5,575.70   | \$5,575.70   | \$5,575.70   | \$64,148.40    |
| 104 | TOTAL I. INSTRUCTION                                     |                |                  | \$188,271.00 | \$168,271.00 | \$193,471.00 | \$193,471.00 | \$153,471.00 | \$153,471.00 | \$153,471.00 | \$153,471.00 | \$153,471.00 | \$153,471.00 | \$153,471.00 | \$153,471.00 | \$1,971,252.00 |

|              | Description   | Object<br>Code | Function<br>Code | July        | August      | September   | October     | November        | December    | January     | February        | March       | April       | May         | June              | Total        |
|--------------|---|----------------|------------------|-------------|-------------|-------------|-------------|-----------------|-------------|-------------|-----------------|-------------|-------------|-------------|-------------------|--------------|
| II           | SUPPORT SERVICES PROGRAMS                                   |                |                  |             |             |             |             |                 |             |             |                 |             |             |             |                   |              |
| A            | Pupil Support Services                                      |                |                  |             |             |             |             |                 |             |             |                 |             |             |             |                   |              |
| 105          | Child Welfare and Attendance Svcs. (Supervisor/Secretarial) | Varies         | 21XX             | \$2,000.00  | \$2,000.00  | \$2,000.00  | \$2,000.00  | \$2,000.00      | \$2,000.00  | \$2,000.00  | \$2,000.00      | \$2,000.00  | \$2,000.00  | \$2,000.00  | \$2,000.00        | \$24,000.00  |
| 106          | Guidance Services (Guidance Counselor)                      | Varies         | 21XX             | \$4,000.00  | \$4,000.00  | \$4,000.00  | \$4,000.00  | \$4,000.00      | \$4,000.00  | \$4,000.00  | \$4,000.00      | \$4,000.00  | \$4,000.00  | \$4,000.00  | \$4,000.00        | \$48,000.00  |
| 107          | Health Services (Nurse)                                     | Varies         | 21XX             | \$2,000.00  | \$2,000.00  | \$2,000.00  | \$2,000.00  | \$2,000.00      | \$2,000.00  | \$2,000.00  | \$2,000.00      | \$2,000.00  | \$2,000.00  | \$2,000.00  | \$2,000.00        | \$24,000.00  |
| 108          | Pupil Assessment and Appraisal Services                     | Varies         | 21XX             |             |             |             |             |                 |             |             |                 |             |             |             |                   | \$0.00       |
| 109          | Group Health Insurance                                      | 210            | 21XX             | \$600.00    | \$600.00    | \$600.00    | \$600.00    | \$600.00        | \$600.00    | \$600.00    | \$600.00        | \$600.00    | \$600.00    | \$600.00    | \$600.00          | \$7,200.00   |
| 110          | Social Security   | 220            | 21XX             | \$500.00    | \$500.00    | \$500.00    | \$500.00    | \$500.00        | \$500.00    | \$500.00    | \$500.00        | \$500.00    | \$500.00    | \$500.00    | \$500.00          | \$6,000.00   |
| 111          | Medicare  | 225            | 21XX             | \$116.00    | \$116.00    | \$116.00    | \$116.00    | \$116.00        | \$116.00    | \$116.00    | \$116.00        | \$116.00    | \$116.00    | \$116.00    | \$116.00          | \$1,392.00   |
| 112          | Employer's Contribution to Retirement                       | 23X            | 21XX             | \$1,200.00  | \$1,200.00  | \$1,200.00  | \$1,200.00  | \$1,200.00      | \$1,200.00  | \$1,200.00  | \$1,200.00      | \$1,200.00  | \$1,200.00  | \$1,200.00  | \$1,200.00        | \$14,400.00  |
| 113          | Unemployment Compensation                                   | 250            | 21XX             | \$59.20     | \$59.20     | \$59.20     | \$59.20     | \$59.20         | \$59.20     | \$59.20     | \$59.20         | \$59.20     | \$59.20     | \$59.20     | \$59.20           | \$710.40     |
| 114          | Workmen's Compensation                                      | 260            | 21XX             | \$219.20    | \$219.20    | \$219.20    | \$219.20    | \$219.20        | \$219.20    | \$219.20    | \$219.20        | \$219.20    | \$219.20    | \$219.20    | \$219.20          | \$2,630.40   |
| 115          | (additional object codes may need to be added)              |                |                  |             |             |             |             |                 |             |             |                 |             |             |             |                   | \$0.00       |
| 116          |   |                |                  |             |             |             |             |                 |             |             |                 |             |             |             |                   | \$0.00       |
| 117          |   |                |                  |             |             |             |             |                 |             |             |                 |             |             |             |                   | \$0.00       |
| 118 <b>T</b> | OTAL A. Pupil Support Services                              |                |                  | \$10,694.40 | \$10,694.40 | \$10,694.40 | \$10,694.40 | \$10,694.40     | \$10,694.40 | \$10,694.40 | \$10,694.40     | \$10,694.40 | \$10,694.40 | \$10,694.40 | \$10,694.40       | \$128,332.80 |
| P            | Instructional Staff Services                                |                |                  |             |             |             |             |                 |             |             |                 |             |             |             |                   |              |
|              | Salaries of Directors, Supervisors, Coordinators, ect.      | 111            | 22XX             | \$4.000.00  | #4 000 00   | #4 000 00   | #4 000 00   | #4 000 00       | £4.000.00   | #4 000 00   | #4 000 00       | £4,000,00   | £4.000.00   | #4 000 00   | <b>#</b> 4 000 00 | \$48.000.00  |
| 119<br>120   | Instruction and Curriculum Development Services             | Varies         | 22XX             | \$4,000.00  | \$4,000.00  | \$4,000.00  | \$4,000.00  | \$4,000.00      | \$4,000.00  | \$4,000.00  | \$4,000.00      | \$4,000.00  | \$4,000.00  | \$4,000.00  | \$4,000.00        | \$48,000.00  |
| 121          | Travel & Mileage Expense Reimbursement                      | 58X            | 22XX             |             |             | \$120.00    | \$120.00    | \$120.00        | \$120.00    | \$120.00    | \$120.00        | \$120.00    | \$120.00    | \$120.00    | \$120.00          | \$1,200.00   |
| 122          | Instructional Staff Training Services                       | Varies         | 2230             |             |             | \$120.00    | \$120.00    | \$120.00        | \$120.00    | \$120.00    | \$120.00        | \$120.00    | \$120.00    | \$120.00    | \$120.00          | \$1,200.00   |
| 123          | School Library Services                                     | Varies         | 22XX             |             |             | \$600.00    | \$600.00    | \$600.00        | \$600.00    | \$600.00    | \$600.00        | \$600.00    | \$600.00    | \$600.00    | \$600.00          | \$6,000.00   |
| 124          | Group Health Insurance                                      | 210            | 22XX             | \$150.00    | \$150.00    | \$150.00    | \$150.00    | \$150.00        | \$150.00    | \$150.00    | \$150.00        | \$150.00    | \$150.00    | \$150.00    | \$150.00          | \$1,800.00   |
| 125          | Social Security   | 220            | 22XX             | \$250.00    | \$250.00    | \$250.00    | \$250.00    | \$250.00        | \$250.00    | \$250.00    | \$250.00        | \$250.00    | \$250.00    | \$250.00    | \$250.00          | \$3.000.00   |
| 126          | Medicare  | 225            | 22XX             | \$58.00     | \$58.00     | \$58.00     | \$58.00     | \$58.00         | \$58.00     | \$58.00     | \$58.00         | \$58.00     | \$58.00     | \$58.00     | \$58.00           | \$696.00     |
| 127          | Employer's Contribution to Retirement                       | 23X            | 22XX             | \$600.00    | \$600.00    | \$600.00    | \$600.00    | \$600.00        | \$600.00    | \$600.00    | \$600.00        | \$600.00    | \$600.00    | \$600.00    | \$600.00          | \$7,200.00   |
| 128          | Unemployment Compensation                                   | 250            | 22XX             | \$29.60     | \$29.60     | \$29.60     | \$29.60     | \$29.60         | \$29.60     | \$29.60     | \$29.60         | \$29.60     | \$29.60     | \$29.60     | \$29.60           | \$355.20     |
| 129          | Workmen's Compensation                                      | 260            | 22XX             | \$109.60    | \$109.60    | \$109.60    | \$109.60    | \$109.60        | \$109.60    | \$109.60    | \$109.60        | \$109.60    | \$109.60    | \$109.60    | \$109.60          | \$1,315.20   |
| 130          | (additional object codes may need to be added)              | 1-00           |                  | ψ.σσ.σσ     | ψ.55.66     | Ţ.55.00     | ψ.55.66     | <b>\$.55.00</b> | Ţ.55.00     | ψ.55.00     | <b>\$.55.00</b> | \$.55.00    | ψ.00.00     | ψ.55.66     | <b>\$.55.50</b>   | \$0.00       |
| 131          | (additional object codes may need to be added)              | 1              |                  |             |             |             |             |                 |             |             |                 |             |             |             |                   | \$0.00       |
| 132          |   |                |                  |             |             |             |             |                 |             |             |                 |             |             |             |                   | \$0.00       |
|              | OTAL B. Instructional Staff Services                        |                |                  | \$5,197.20  | \$5,197.20  | \$6,037.20  | \$6,037.20  | \$6,037.20      | \$6,037.20  | \$6,037.20  | \$6,037.20      | \$6,037.20  | \$6,037.20  | \$6,037.20  | \$6,037.20        | \$70,766.40  |

|     | Description                                    | Object<br>Code | Function<br>Code | July       | August     | September  | October    | November   | December   | January    | February   | March      | April      | Мау        | June        | Total       |
|-----|--|----------------|------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|-------------|-------------|
|     | C. General Administration                      |                |                  |            |            |            |            |            |            |            |            |            |            |            |             |             |
|     | Board of Directors                             |                |                  |            |            |            |            |            |            |            |            |            |            |            |             |             |
| 134 | Legal Services                                 | 332            | 23XX             |            |            | \$1,200.00 | \$1,200.00 | \$1,200.00 | \$1,200.00 | \$1,200.00 | \$1,200.00 | \$1,200.00 | \$1,200.00 | \$1,200.00 | \$1,200.00  | \$12,000.00 |
| 135 | Purchased Professional and Technical Services  | 300            | 2311             |            |            | \$1,200.00 | \$1,200.00 | \$1,200.00 | \$1,200.00 | \$1,200.00 | \$1,200.00 | \$1,200.00 | \$1,200.00 | \$1,200.00 | \$1,200.00  | \$12,000.00 |
| 136 | Audit Services                                 | 333            | 2311             |            |            |            |            |            |            |            |            |            |            |            | \$5,000.00  | \$5,000.00  |
| 137 | Insurance (Other than Emp. Benefits)           | 52X            | 23XX             | \$500.00   | \$500.00   | \$500.00   | \$500.00   | \$500.00   | \$500.00   | \$500.00   | \$500.00   | \$500.00   | \$500.00   | \$500.00   | \$500.00    | \$6,000.00  |
| 138 | Advertising                                    | 540            | 2311             | \$500.00   | \$500.00   | \$500.00   | \$500.00   | \$500.00   | \$500.00   | \$500.00   | \$500.00   | \$500.00   | \$500.00   | \$500.00   | \$500.00    | \$6,000.00  |
| 139 | Travel/Mileage (Board of Directors)            | 730            | 23XX             | \$500.00   | \$500.00   | \$500.00   | \$500.00   | \$500.00   | \$500.00   | \$500.00   | \$500.00   | \$500.00   | \$500.00   | \$500.00   | \$500.00    | \$6,000.00  |
| 140 | Dues and Fees                                  | 810            | 2311             |            |            |            |            |            |            |            |            |            |            |            |             | \$0.00      |
| 141 | Judgements                                     | 820            | 2311             |            |            |            |            |            |            |            |            |            |            |            |             | \$0.00      |
| 142 | (additional object codes may need to be added) |                |                  | \$2,084.00 | \$2,084.00 | \$2,084.00 | \$2,084.00 | \$2,084.00 | \$2,084.00 | \$2,084.00 | \$2,084.00 | \$2,084.00 | \$2,084.00 | \$2,084.00 | \$2,084.00  | \$25,008.00 |
| 143 |  |                |                  |            |            |            |            |            |            |            |            |            |            |            |             | \$0.00      |
| 144 |  |                |                  |            |            |            |            |            |            |            |            |            |            |            |             | \$0.00      |
| 145 | TOTAL C. General Administration                |                |                  | \$3,584.00 | \$3,584.00 | \$5,984.00 | \$5,984.00 | \$5,984.00 | \$5,984.00 | \$5,984.00 | \$5,984.00 | \$5,984.00 | \$5,984.00 | \$5,984.00 | \$10,984.00 | \$72,008.00 |

|     | Description                                    | Objec<br>Code |      | July        | August      | September   | October     | November    | December    | January     | February    | March       | April       | May         | June        | Total        |
|-----|--|---------------|------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|--------------|
|     |  |               |      |             |             |             |             |             |             |             |             |             |             |             |             |              |
|     | D. School Administration                       |               |      |             |             |             |             |             |             |             |             |             |             |             |             |              |
|     | Salaries                                       |               |      |             |             |             |             |             |             |             |             |             |             |             |             |              |
| 146 | Principals                                     | 111           | 2410 | \$6,000.00  | \$6,000.00  | \$6,000.00  | \$6,000.00  | \$6,000.00  | \$6,000.00  | \$6,000.00  | \$6,000.00  | \$6,000.00  | \$6,000.00  | \$6,000.00  | \$6,000.00  | \$72,000.00  |
| 147 | Assistant Principals                           | 111           | 2420 | \$10,000.00 | \$10,000.00 | \$10,000.00 | \$10,000.00 | \$10,000.00 | \$10,000.00 | \$10,000.00 | \$10,000.00 | \$10,000.00 | \$10,000.00 | \$10,000.00 | \$10,000.00 | \$120,000.00 |
| 148 | Clerical/Secretarial                           | 114           | 2400 | \$2,000.00  | \$2,000.00  | \$2,000.00  | \$2,000.00  | \$2,000.00  | \$2,000.00  | \$2,000.00  | \$2,000.00  | \$2,000.00  | \$2,000.00  | \$2,000.00  | \$2,000.00  | \$24,000.00  |
| 149 | Purchased Professional and Technical Services  | 300           | 2400 |             |             | \$600.00    | \$600.00    | \$600.00    | \$600.00    | \$600.00    | \$600.00    | \$600.00    | \$600.00    | \$600.00    | \$600.00    | \$6,000.00   |
| 150 | Repairs and Maintenance Services               | 430           | 2400 |             |             | \$600.00    | \$600.00    | \$600.00    | \$600.00    | \$600.00    | \$600.00    | \$600.00    | \$600.00    | \$600.00    | \$600.00    | \$6,000.00   |
| 151 | Rental of Equipment and Vehicles               | 442           | 2400 |             |             | \$240.00    | \$240.00    | \$240.00    | \$240.00    | \$240.00    | \$240.00    | \$240.00    | \$240.00    | \$240.00    | \$240.00    | \$2,400.00   |
| 152 | Telephone and Postage                          | 530           | 2400 | \$200.00    | \$200.00    | \$200.00    | \$200.00    | \$200.00    | \$200.00    | \$200.00    | \$200.00    | \$200.00    | \$200.00    | \$200.00    | \$200.00    | \$2,400.00   |
| 153 | Travel Expense Reimbursement                   | 582           | 2400 | \$200.00    | \$200.00    | \$200.00    | \$200.00    | \$200.00    | \$200.00    | \$200.00    | \$200.00    | \$200.00    | \$200.00    | \$200.00    | \$200.00    | \$2,400.00   |
| 154 | Materials and Supplies                         | 610           | 2400 | \$200.00    | \$200.00    | \$200.00    | \$200.00    | \$200.00    | \$200.00    | \$200.00    | \$200.00    | \$200.00    | \$200.00    | \$200.00    | \$200.00    | \$2,400.00   |
| 155 | Furniture and Equipment                        | 73X           | 2400 |             |             | \$360.00    | \$360.00    | \$360.00    | \$360.00    | \$360.00    | \$360.00    | \$360.00    | \$360.00    | \$360.00    | \$360.00    | \$3,600.00   |
| 156 | Dues and Fees (Southern Association, etc.)     | 810           | 2400 |             |             |             |             |             |             |             |             |             |             |             |             | \$0.00       |
| 157 | Miscellaneous Expenditures                     | 890           | 2400 | \$100.00    | \$100.00    | \$100.00    | \$100.00    | \$100.00    | \$100.00    | \$100.00    | \$100.00    | \$100.00    | \$100.00    | \$100.00    | \$100.00    | \$1,200.00   |
| 158 | Group Health Insurance                         | 210           | 24XX | \$600.00    | \$600.00    | \$600.00    | \$600.00    | \$600.00    | \$600.00    | \$600.00    | \$600.00    | \$600.00    | \$600.00    | \$600.00    | \$600.00    | \$7,200.00   |
| 159 | Social Security                                | 220           | 24XX | \$1,125.00  | \$1,125.00  | \$1,125.00  | \$1,125.00  | \$1,125.00  | \$1,125.00  | \$1,125.00  | \$1,125.00  | \$1,125.00  | \$1,125.00  | \$1,125.00  | \$1,125.00  | \$13,500.00  |
| 160 | Medicare                                       | 225           | 24XX | \$261.00    | \$261.00    | \$261.00    | \$261.00    | \$261.00    | \$261.00    | \$261.00    | \$261.00    | \$261.00    | \$261.00    | \$261.00    | \$261.00    | \$3,132.00   |
| 161 | Employer's Contribution to Retirement          | 23X           | 24XX | \$2,700.00  | \$2,700.00  | \$2,700.00  | \$2,700.00  | \$2,700.00  | \$2,700.00  | \$2,700.00  | \$2,700.00  | \$2,700.00  | \$2,700.00  | \$2,700.00  | \$2,700.00  | \$32,400.00  |
| 162 | Unemployment Compensation                      | 250           | 24XX | \$133.20    | \$133.20    | \$133.20    | \$133.20    | \$133.20    | \$133.20    | \$133.20    | \$133.20    | \$133.20    | \$133.20    | \$133.20    | \$133.20    | \$1,598.40   |
| 163 | Workmen's Compensation                         | 260           | 24XX | \$493.20    | \$493.20    | \$493.20    | \$493.20    | \$493.20    | \$493.20    | \$493.20    | \$493.20    | \$493.20    | \$493.20    | \$493.20    | \$493.20    | \$5,918.40   |
| 164 | (additional object codes may need to be added) |               |      |             |             |             |             |             |             |             |             |             |             |             |             | \$0.00       |
| 165 |  |               |      |             |             |             |             |             |             |             |             |             |             |             |             | \$0.00       |
| 166 |  |               |      |             |             |             | -           |             |             |             |             |             |             |             |             | \$0.00       |
| 167 | TOTAL D. School Administration                 |               |      | \$24,012.40 | \$24,012.40 | \$25,812.40 | \$25,812.40 | \$25,812.40 | \$25,812.40 | \$25,812.40 | \$25,812.40 | \$25,812.40 | \$25,812.40 | \$25,812.40 | \$25,812.40 | \$306,148.80 |

|     | Description                                       | Object<br>Code | Function<br>Code | July       | August     | September   | October     | November    | December    | January     | February    | March       | April       | May         | June        | Total        |
|-----|---|----------------|------------------|------------|------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|--------------|
|     | E. Business Services                              |                |                  |            |            |             |             |             |             |             |             |             |             |             |             |              |
|     | 90 Fiscal Services (Internal Auditing, Budgeting, | _              |                  |            |            |             |             |             |             |             |             |             |             |             |             |              |
|     | Payroll, Financial and Property Accounting, etc.) |                |                  |            |            |             |             |             |             |             |             |             |             |             |             |              |
| 168 | Salaries  | 11X            | 25XX             | \$5,000.00 | \$5,000.00 | \$5,000.00  | \$5,000.00  | \$5,000.00  | \$5,000.00  | \$5,000.00  | \$5,000.00  | \$5,000.00  | \$5,000.00  | \$5,000.00  | \$5,000.00  | \$60,000.00  |
| 169 | Purchased Professional and Technical Services     | 300            | 2510             | \$2,000.00 | \$2,000.00 | \$2,000.00  | \$2,000.00  | \$2,000.00  | \$2,000.00  | \$2,000.00  | \$2,000.00  | \$2,000.00  | \$2,000.00  | \$2,000.00  | \$2,000.00  | \$24,000.00  |
| 170 | Technical Services (Bank Charges)                 | 340            | 2510             | \$100.00   | \$100.00   | \$100.00    | \$100.00    | \$100.00    | \$100.00    | \$100.00    | \$100.00    | \$100.00    | \$100.00    | \$100.00    | \$100.00    | \$1,200.00   |
| 171 | Repairs and Maintenance Services                  | 430            | 2510             |            |            | \$240.00    | \$240.00    | \$240.00    | \$240.00    | \$240.00    | \$240.00    | \$240.00    | \$240.00    | \$240.00    | \$240.00    | \$2,400.00   |
| 172 | Rental of Equipment and Vehicles                  | 442            | 2510             |            |            | \$120.00    | \$120.00    | \$120.00    | \$120.00    | \$120.00    | \$120.00    | \$120.00    | \$120.00    | \$120.00    | \$120.00    | \$1,200.00   |
| 173 | Postage   | 530            | 2510             | \$100.00   | \$100.00   | \$100.00    | \$100.00    | \$100.00    | \$100.00    | \$100.00    | \$100.00    | \$100.00    | \$100.00    | \$100.00    | \$100.00    | \$1,200.00   |
| 174 | Advertising                                       | 540            | 2510             |            |            |             |             |             |             |             |             |             |             |             |             | \$0.00       |
| 175 | Travel Expense Reimbursement                      | 582            | 2510             |            |            | \$120.00    | \$120.00    | \$120.00    | \$120.00    | \$120.00    | \$120.00    | \$120.00    | \$120.00    | \$120.00    | \$120.00    | \$1,200.00   |
| 176 | Materials and Supplies                            | 610            | 2510             |            |            | \$240.00    | \$240.00    | \$240.00    | \$240.00    | \$240.00    | \$240.00    | \$240.00    | \$240.00    | \$240.00    | \$240.00    | \$2,400.00   |
| 177 | Equipment   | 730            | 2510             |            |            | \$360.00    | \$360.00    | \$360.00    | \$360.00    | \$360.00    | \$360.00    | \$360.00    | \$360.00    | \$360.00    | \$360.00    | \$3,600.00   |
| 178 | Interest (short-term loans)                       | 830            | 2513             | \$1,000.00 | \$1,000.00 | \$1,000.00  | \$1,000.00  | \$1,000.00  | \$1,000.00  | \$1,000.00  | \$1,000.00  | \$1,000.00  | \$1,000.00  | \$1,000.00  | \$1,000.00  | \$12,000.00  |
| 179 | Miscellaneous Expenditures                        | 890            | 2510             |            |            | \$240.00    | \$240.00    | \$240.00    | \$240.00    | \$240.00    | \$240.00    | \$240.00    | \$240.00    | \$240.00    | \$240.00    | \$2,400.00   |
| 180 | Group Health Insurance                            | 210            | 25XX             | \$150.00   | \$150.00   | \$150.00    | \$150.00    | \$150.00    | \$150.00    | \$150.00    | \$150.00    | \$150.00    | \$150.00    | \$150.00    | \$150.00    | \$1,800.00   |
| 181 | Social Security                                   | 220            | 25XX             | \$312.50   | \$312.50   | \$312.50    | \$312.50    | \$312.50    | \$312.50    | \$312.50    | \$312.50    | \$312.50    | \$312.50    | \$312.50    | \$312.50    | \$3,750.00   |
| 182 | Medicare  | 225            | 25XX             | \$72.50    | \$72.50    | \$72.50     | \$72.50     | \$72.50     | \$72.50     | \$72.50     | \$72.50     | \$72.50     | \$72.50     | \$72.50     | \$72.50     | \$870.00     |
| 183 | Employer's Contribution to Retirement             | 23X            | 25XX             | \$750.00   | \$750.00   | \$750.00    | \$750.00    | \$750.00    | \$750.00    | \$750.00    | \$750.00    | \$750.00    | \$750.00    | \$750.00    | \$750.00    | \$9,000.00   |
| 184 | Unemployment Compensation                         | 250            | 25XX             | \$37.00    | \$37.00    | \$37.00     | \$37.00     | \$37.00     | \$37.00     | \$37.00     | \$37.00     | \$37.00     | \$37.00     | \$37.00     | \$37.00     | \$444.00     |
| 185 | Workmen's Compensation                            | 260            | 25XX             | \$137.00   | \$137.00   | \$137.00    | \$137.00    | \$137.00    | \$137.00    | \$137.00    | \$137.00    | \$137.00    | \$137.00    | \$137.00    | \$137.00    | \$1,644.00   |
| 186 |   |                |                  |            |            |             |             |             |             |             |             |             |             |             |             | \$0.00       |
| 187 |   |                |                  |            |            |             |             |             |             |             |             |             |             |             |             | \$0.00       |
| 188 | TOTAL E. Business Services                        |                |                  | \$9,659.00 | \$9,659.00 | \$10,979.00 | \$10,979.00 | \$10,979.00 | \$10,979.00 | \$10,979.00 | \$10,979.00 | \$10,979.00 | \$10,979.00 | \$10,979.00 | \$10,979.00 | \$129,108.00 |

# First Year Monthly Cash Flow Projection

|              | Description                                       | Object<br>Code | Function<br>Code | July        | August      | September   | October     | November    | December    | January     | February    | March       | April       | May         | June        | Total        |
|--------------|---|----------------|------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|--------------|
|              |   |                |                  |             |             |             |             |             |             |             |             |             |             |             |             |              |
| F            | . Operation and Maintenance of Plant Services     |                |                  |             |             |             |             |             |             |             |             |             |             |             |             |              |
| 189          | Salaries (Custodians, Security, Crossing Patrol)  | 11X            | 26XX             | \$2,000.00  | \$2,000.00  | \$2,000.00  | \$2,000.00  | \$2,000.00  | \$2,000.00  | \$2,000.00  | \$2,000.00  | \$2,000.00  | \$2,000.00  | \$2,000.00  | \$2,000.00  | \$24,000.00  |
| 190          | Purchased Professional and Technical Services     | 300            | 2600             | \$2,000.00  | \$2,000.00  | \$2,000.00  | \$2,000.00  | \$2,000.00  | \$2,000.00  | \$2,000.00  | \$2,000.00  | \$2,000.00  | \$2,000.00  | \$2,000.00  | \$2,000.00  | \$24,000.00  |
| 191          | Rental of Equipment and Vehicles                  | 442            | 2640             | \$100.00    | \$100.00    | \$100.00    | \$100.00    | \$100.00    | \$100.00    | \$100.00    | \$100.00    | \$100.00    | \$100.00    | \$100.00    | \$100.00    | \$1,200.00   |
| 192          | Rental of Land                                    | 441            | 2600             |             |             |             |             |             |             |             |             |             |             |             |             | \$0.00       |
| 193          | Materials and Supplies                            | 610            | 2600             | \$200.00    | \$200.00    | \$200.00    | \$200.00    | \$200.00    | \$200.00    | \$200.00    | \$200.00    | \$200.00    | \$200.00    | \$200.00    | \$200.00    | \$2,400.00   |
| 194          | Gasoline  | 626            | 2600             |             |             |             |             |             |             |             |             |             |             |             |             | \$0.00       |
| 195          | Equipment   | 730            | 2600             | \$200.00    | \$200.00    | \$200.00    | \$200.00    | \$200.00    | \$200.00    | \$200.00    | \$200.00    | \$200.00    | \$200.00    | \$200.00    | \$200.00    | \$2,400.00   |
| 196          | Miscellaneous Expenditures                        | 890            | 2600             | \$100.00    | \$100.00    | \$100.00    | \$100.00    | \$100.00    | \$100.00    | \$100.00    | \$100.00    | \$100.00    | \$100.00    | \$100.00    | \$100.00    | \$1,200.00   |
|              | Operating Buildings                               |                |                  |             |             |             |             |             |             |             |             |             |             |             |             |              |
| 197          | Building Rental/Lease                             | 441            | 2620             |             |             |             |             |             |             |             |             |             |             |             |             | \$0.00       |
| 198          | Water/Sewage                                      | 411            | 2620             | \$100.00    | \$100.00    | \$100.00    | \$100.00    | \$100.00    | \$100.00    | \$100.00    | \$100.00    | \$100.00    | \$100.00    | \$100.00    | \$100.00    | \$1,200.00   |
| 199          | Disposal Services                                 | 421            | 2620             | \$50.00     | \$50.00     | \$50.00     | \$50.00     | \$50.00     | \$50.00     | \$50.00     | \$50.00     | \$50.00     | \$50.00     | \$50.00     | \$50.00     | \$600.00     |
| 200          | Custodial Services                                | 423            | 2620             |             |             |             |             |             |             |             |             |             |             |             |             | \$0.00       |
| 201          | Repairs and Maintenance Services                  | 430            | 2620             | \$2,000.00  | \$2,000.00  | \$2,000.00  | \$2,000.00  | \$2,000.00  | \$2,000.00  | \$2,000.00  | \$2,000.00  | \$2,000.00  | \$2,000.00  | \$2,000.00  | \$2,000.00  | \$24,000.00  |
| 202          | Property Insurance                                | 522            | 2620             | \$1,000.00  | \$1,000.00  | \$1,000.00  | \$1,000.00  | \$1,000.00  | \$1,000.00  | \$1,000.00  | \$1,000.00  | \$1,000.00  | \$1,000.00  | \$1,000.00  | \$1,000.00  | \$12,000.00  |
| 203          | Telephone   | 530            | 2620             | \$500.00    | \$500.00    | \$500.00    | \$500.00    | \$500.00    | \$500.00    | \$500.00    | \$500.00    | \$500.00    | \$500.00    | \$500.00    | \$500.00    | \$6,000.00   |
| 204          | Natural Gas and Electricity                       | 62X            | 2620             | \$5,000.00  | \$5,000.00  | \$5,000.00  | \$5,000.00  | \$5,000.00  | \$5,000.00  | \$5,000.00  | \$5,000.00  | \$5,000.00  | \$5,000.00  | \$5,000.00  | \$5,000.00  | \$60,000.00  |
| 205          | Care and Upkeep of Grounds                        | 4XX            | 2630             | \$200.00    | \$200.00    | \$200.00    | \$200.00    | \$200.00    | \$200.00    | \$200.00    | \$200.00    | \$200.00    | \$200.00    | \$200.00    | \$200.00    | \$2,400.00   |
| 206          | Care and Upkeep of Equipment                      | 4XX            | 2640             |             |             |             |             |             |             |             |             |             |             |             |             | \$0.00       |
| 207          | Vehicle Operation and Maintenance                 | Varies         | 26XX             |             |             |             |             |             |             |             |             |             |             |             |             | \$0.00       |
| 208          | Group Health Insurance                            | 210            | 26XX             | \$150.00    | \$150.00    | \$150.00    | \$150.00    | \$150.00    | \$150.00    | \$150.00    | \$150.00    | \$150.00    | \$150.00    | \$150.00    | \$150.00    | \$1,800.00   |
| 209          | Social Security                                   | 220            | 26XX             | \$125.00    | \$125.00    | \$125.00    | \$125.00    | \$125.00    | \$125.00    | \$125.00    | \$125.00    | \$125.00    | \$125.00    | \$125.00    | \$125.00    | \$1,500.00   |
| 210          | Medicare  | 225            | 26XX             | \$29.00     | \$29.00     | \$29.00     | \$29.00     | \$29.00     | \$29.00     | \$29.00     | \$29.00     | \$29.00     | \$29.00     | \$29.00     | \$29.00     | \$348.00     |
| 211          | Employer's Contribution to Retirement             | 23X            | 26XX             | \$300.00    | \$300.00    | \$300.00    | \$300.00    | \$300.00    | \$300.00    | \$300.00    | \$300.00    | \$300.00    | \$300.00    | \$300.00    | \$300.00    | \$3,600.00   |
| 212          | Unemployment Compensation                         | 250            | 26XX             | \$14.80     | \$14.80     | \$14.80     | \$14.80     | \$14.80     | \$14.80     | \$14.80     | \$14.80     | \$14.80     | \$14.80     | \$14.80     | \$14.80     | \$177.60     |
| 213          | Workmen's Compensation                            | 260            | 26XX             | \$54.80     | \$54.80     | \$54.80     | \$54.80     | \$54.80     | \$54.80     | \$54.80     | \$54.80     | \$54.80     | \$54.80     | \$54.80     | \$54.80     | \$657.60     |
| 214          | (additional object codes may need to be added)    |                |                  |             |             |             |             |             |             |             |             |             |             |             |             | \$0.00       |
| 215          |   |                |                  |             |             |             |             |             |             |             |             |             |             |             |             | \$0.00       |
| 216          |   |                |                  |             |             |             |             |             |             |             |             |             |             |             |             | \$0.00       |
| 217 <b>T</b> | OTAL F. Operation & Maintenance of Plant Services |                |                  | \$14,123.60 | \$14,123.60 | \$14,123.60 | \$14,123.60 | \$14,123.60 | \$14,123.60 | \$14,123.60 | \$14,123.60 | \$14,123.60 | \$14,123.60 | \$14,123.60 | \$14,123.60 | \$169,483.20 |

|     | Description                                    | Object<br>Code | Function<br>Code | July   | August      | September   | October     | November    | December    | January     | February    | March       | April       | May         | June   | Total        |
|-----|--|----------------|------------------|--------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|--------|--------------|
|     |  |                |                  |        |             |             |             |             |             |             |             |             |             |             |        |              |
|     | G. Student Transportation Services             |                |                  |        |             |             |             |             |             |             |             |             |             |             |        |              |
| 218 | Purchased Professional and Technical Services  | 3XX            | 27XX             |        | \$24,462.00 | \$24,462.00 | \$24,462.00 | \$24,462.00 | \$24,462.00 | \$24,462.00 | \$24,462.00 | \$24,462.00 | \$24,462.00 | \$24,462.00 |        | \$244,620.00 |
|     | Regular Transportation Services                |                |                  |        |             |             |             |             |             |             |             |             |             |             |        |              |
| 219 | Salaries (Bus Driver & Substitutes)            | 11X            | 27XX             |        |             |             |             |             |             |             |             |             |             |             |        | \$0.00       |
| 220 | Repairs and Maintenance Services               | 430            | 2721             |        |             |             |             |             |             |             |             |             |             |             |        | \$0.00       |
| 221 | Payments in Lieu of Transportation             | 519            | 2721             |        |             |             |             |             |             |             |             |             |             |             |        | \$0.00       |
| 222 | Fleet Insurance                                | 523            | 2721             |        |             |             |             |             |             |             |             |             |             |             |        | \$0.00       |
| 223 | Materials and Supplies                         | 610            | 2721             |        |             |             |             |             |             |             |             |             |             |             |        | \$0.00       |
| 224 | Gasoline/Diesel                                | 626            | 2721             |        |             |             |             |             |             |             |             |             |             |             |        | \$0.00       |
| 225 | Equipment                                      | 730            | 2721             |        |             |             |             |             |             |             |             |             |             |             |        | \$0.00       |
| 226 | Miscellaneous Expenditures                     | 890            | 2721             |        |             |             |             |             |             |             |             |             |             |             |        | \$0.00       |
| 227 | Group Health Insurance                         | 210            | 27XX             |        |             |             |             |             |             |             |             |             |             |             |        | \$0.00       |
| 228 | Social Security                                | 220            | 27XX             |        |             |             |             |             |             |             |             |             |             |             |        | \$0.00       |
| 229 |  | 225            | 27XX             |        |             |             |             |             |             |             |             |             |             |             |        | \$0.00       |
| 230 | Employer's Contribution to Retirement          | 23X            | 27XX             |        |             |             |             |             |             |             |             |             |             |             |        | \$0.00       |
| 231 | Unemployment Compensation                      | 250            | 27XX             |        |             |             |             |             |             |             |             |             |             |             |        | \$0.00       |
| 232 | Workmen's Compensation                         | 260            | 27XX             |        |             |             |             |             |             |             |             |             |             |             |        | \$0.00       |
| 233 | (additional object codes may need to be added) |                |                  |        |             |             |             |             |             |             |             |             |             |             |        | \$0.00       |
| 234 |  |                |                  |        |             |             |             |             |             |             |             |             |             |             |        | \$0.00       |
| 235 |  |                |                  |        |             |             |             |             |             |             |             |             |             |             |        | \$0.00       |
| 236 | TOTAL G. Student Transportation Services       |                |                  | \$0.00 | \$24,462.00 | \$24,462.00 | \$24,462.00 | \$24,462.00 | \$24,462.00 | \$24,462.00 | \$24,462.00 | \$24,462.00 | \$24,462.00 | \$24,462.00 | \$0.00 | \$244,620.00 |

|     | Description   | Object<br>Code |      | July        | August      | September    | October      | November     | December     | January      | February     | March        | April        | May          | June        | Total          |
|-----|---|----------------|------|-------------|-------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|-------------|----------------|
|     |   |                |      |             |             |              |              |              |              |              |              |              |              |              |             |                |
|     | H. Central Services                                   |                |      |             |             |              |              |              |              |              |              |              |              |              |             |                |
|     | Planning, Research, Development, and Evaluation Svcs. |                |      |             |             |              |              |              |              |              |              |              |              |              |             |                |
| 237 | Purchased Professional and Technical Services         | 300            | 28XX | \$100.00    | \$100.00    | \$100.00     | \$100.00     | \$100.00     | \$100.00     | \$100.00     | \$100.00     | \$100.00     | \$100.00     | \$100.00     | \$100.00    | \$1,200.00     |
| 238 | Fingerprinting and Background Check                   | 339            | 2830 | \$1,500.00  |             |              |              |              |              |              |              |              |              |              |             | \$1,500.00     |
| 239 | Advertising   | 540            | 2830 |             |             |              |              |              |              |              |              |              |              |              |             | \$0.00         |
| 240 | Data Processing Services                              | Varies         | 28XX |             |             |              |              |              |              |              |              |              |              |              |             | \$0.00         |
| 241 | Group Health Insurance                                | 210            | 28XX |             |             |              |              |              |              |              |              |              |              |              |             | \$0.00         |
| 242 | Social Security                                       | 220            | 28XX |             |             |              |              |              |              |              |              |              |              |              |             | \$0.00         |
| 243 | Medicare  | 225            | 28XX |             |             |              |              |              |              |              |              |              |              |              |             | \$0.00         |
| 244 | 1 /   | 23X            | 28XX |             |             |              |              |              |              |              |              |              |              |              |             | \$0.00         |
| 245 | Unemployment Compensation                             | 250            | 28XX |             |             |              |              |              |              |              |              |              |              |              |             | \$0.00         |
| 246 | Workmen's Compensation                                | 260            | 28XX |             |             |              |              |              |              |              |              |              |              |              |             | \$0.00         |
| 247 | Management Company Fee (3% of Revenues)               |                |      |             |             | \$11,057.90  | \$11,057.90  | \$11,057.90  | \$11,057.90  | \$11,057.90  | \$11,057.90  | \$11,057.90  | \$11,057.90  | \$11,057.90  | \$11,057.90 | \$110,579.00   |
| 248 |   |                |      |             |             |              |              |              |              |              |              |              |              |              |             | \$0.00         |
| 249 | TOTAL H. Central Services                             |                |      | \$1,600.00  | \$100.00    | \$11,157.90  | \$11,157.90  | \$11,157.90  | \$11,157.90  | \$11,157.90  | \$11,157.90  | \$11,157.90  | \$11,157.90  | \$11,157.90  | \$11,157.90 | \$113,279.00   |
|     |   |                |      |             |             |              |              |              |              |              |              |              |              |              |             |                |
| 250 | TOTAL II. SUPPORT SERVICE EXPENDITURES                |                |      | \$68,870.60 | \$91,832.60 | \$109,250.50 | \$109,250.50 | \$109,250.50 | \$109,250.50 | \$109,250.50 | \$109,250.50 | \$109,250.50 | \$109,250.50 | \$109,250.50 | \$89,788.50 | \$1,233,746.20 |

|     | Description                                    | Object<br>Code |      | July   | August      | September   | October     | November    | December    | January     | February    | March       | April       | Мау         | June   | Total        |
|-----|--|----------------|------|--------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|--------|--------------|
|     |  |                |      |        |             |             |             |             |             |             |             |             |             |             |        |              |
|     | III. OPERATION OF NON-INSTRUCTIONAL SERVICES   |                |      |        |             |             |             |             |             |             |             |             |             |             |        |              |
|     | A. Food Service Operations                     |                |      |        |             |             |             |             |             |             |             |             |             |             |        |              |
| 251 | Salaries                                       | 11X            | 3100 |        |             |             |             |             |             |             |             |             |             |             |        | \$0.00       |
| 252 | Purchased Property Services                    | 4XX            | 3100 |        | \$30,294.00 | \$30,294.00 | \$30,294.00 | \$30,294.00 | \$30,294.00 | \$30,294.00 | \$30,294.00 | \$30,294.00 | \$30,294.00 | \$30,294.00 |        | \$302,940.00 |
| 253 | Food Service Management                        | 570            | 3100 |        |             |             |             |             |             |             |             |             |             |             |        | \$0.00       |
| 254 | Travel Reimbursement & Mileage                 | 58X            | 3100 |        |             |             |             |             |             |             |             |             |             |             |        | \$0.00       |
| 255 | Materials and Supplies                         | 610            | 3100 |        |             |             |             |             |             |             |             |             |             |             |        | \$0.00       |
| 256 | Energy (Gas, Electricity, etc.)                | 620            | 3100 |        |             |             |             |             |             |             |             |             |             |             |        | \$0.00       |
| 257 | Technical Services                             | 340            | 3100 |        |             |             |             |             |             |             |             |             |             |             |        | \$0.00       |
| 258 | Food (Purchased & Commodities)                 | 63X            | 3100 |        |             |             |             |             |             |             |             |             |             |             |        | \$0.00       |
| 259 | Telephone and Postage                          | 530            | 3100 |        |             |             |             |             |             |             |             |             |             |             |        | \$0.00       |
| 260 | Equipment                                      | 730            | 3100 |        |             |             |             |             |             |             |             |             |             |             |        | \$0.00       |
| 261 | Group Health Insurance                         | 210            | 31XX |        |             |             |             |             |             |             |             |             |             |             |        | \$0.00       |
| 262 | Social Security                                | 220            | 31XX |        |             |             |             |             |             |             |             |             |             |             |        | \$0.00       |
| 263 | Medicare                                       | 225            | 31XX |        |             |             |             |             |             |             |             |             |             |             |        | \$0.00       |
| 264 | Employer's Contribution to Retirement          | 23X            | 31XX |        |             |             |             |             |             |             |             |             |             |             |        | \$0.00       |
| 265 | Unemployment Compensation                      | 250            | 31XX |        |             |             |             |             |             |             |             |             |             |             |        | \$0.00       |
| 266 | Workmen's Compensation                         | 260            | 31XX |        |             |             |             |             |             | <u> </u>    |             |             |             |             |        | \$0.00       |
| 267 | (additional object codes may need to be added) |                |      |        |             |             |             |             |             |             |             |             |             |             |        | \$0.00       |
| 268 |  |                |      |        |             |             |             |             |             |             |             |             |             |             |        | \$0.00       |
| 269 |  |                |      |        |             |             |             |             |             |             |             |             |             |             |        | \$0.00       |
| 270 | TOTAL A. Food Service Operations               |                |      | \$0.00 | \$30,294.00 | \$30,294.00 | \$30,294.00 | \$30,294.00 | \$30,294.00 | \$30,294.00 | \$30,294.00 | \$30,294.00 | \$30,294.00 | \$30,294.00 | \$0.00 | \$302,940.00 |

| Description   | Object<br>Code | Function<br>Code | July       | August      | September   | October     | November    | December    | January     | February    | March       | April       | May         | June       | Total        |
|---|----------------|------------------|------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|------------|--------------|
|   |                |                  |            |             |             |             |             |             |             |             |             |             |             |            |              |
| B. Community Service Operations (e.g. 4-H programs) |                |                  |            |             |             |             |             |             |             |             |             |             |             |            |              |
| 271 Salaries  | 11X            | 33XX             |            |             |             |             |             |             |             |             |             |             |             |            | \$0.00       |
| 272 Materials and Supplies                          | 610            | 3300             |            |             |             |             |             |             |             |             |             |             |             |            | \$0.00       |
| 273 Group Health Insurance                          | 210            | 33XX             |            |             |             |             |             |             |             |             |             |             |             |            | \$0.00       |
| 274 Social Security                                 | 220            | 33XX             |            |             |             |             |             |             |             |             |             |             |             |            | \$0.00       |
| 275 Medicare  | 225            | 33XX             |            |             |             |             |             |             |             |             |             |             |             |            | \$0.00       |
| 276 Employer's Contribution to Retirement           | 23X            | 33XX             |            |             |             |             |             |             |             |             |             |             |             |            | \$0.00       |
| 277 Unemployment Compensation                       | 250            | 33XX             |            |             |             |             |             |             |             |             |             |             |             |            | \$0.00       |
| 278 Workmen's Compensation                          | 260            | 33XX             |            |             |             |             |             |             |             |             |             |             |             |            | \$0.00       |
| 279 (additional object codes may need to be added)  |                |                  |            |             |             |             |             |             |             |             |             |             |             |            | \$0.00       |
| 280   |                |                  |            |             |             |             |             |             |             |             |             |             |             |            | \$0.00       |
|   |                |                  |            |             |             |             |             |             |             |             |             |             |             |            | \$0.00       |
| 281 TOTAL B. Community Service Operations           |                |                  | \$0.00     | \$0.00      | \$0.00      | \$0.00      | \$0.00      | \$0.00      | \$0.00      | \$0.00      | \$0.00      | \$0.00      | \$0.00      | \$0.00     | \$0.00       |
|   |                |                  |            |             |             |             |             |             |             |             |             |             |             |            | i            |
| TOTAL III. OPERATION OF NON-INSTRUCTIONAL           |                |                  |            |             |             |             |             |             |             |             |             |             |             |            |              |
| 282 SERVICE EXPENDITURES                            |                |                  | \$0.00     | \$30,294.00 | \$30,294.00 | \$30,294.00 | \$30,294.00 | \$30,294.00 | \$30,294.00 | \$30,294.00 | \$30,294.00 | \$30,294.00 | \$30,294.00 | \$0.00     | \$302,940.00 |
| IV. FACILITY ACQUISITION AND CONSTRUCTION SVCS.     |                |                  |            |             |             |             |             |             |             |             |             |             |             |            |              |
| 283 Architect/Engineering Services                  | 334            | 4300             |            |             |             |             |             |             |             |             |             |             |             |            | \$0.00       |
| 284 Construction Services                           | 450            | 4500             |            |             |             |             |             |             |             |             |             |             |             |            | \$0.00       |
| Building Improvements - Renovate/Remodel            | 450            | 4600             | \$1,000.00 | \$1,000.00  | \$1,000.00  | \$1,000.00  | \$1,000.00  | \$1,000.00  | \$1,000.00  | \$1,000.00  | \$1,000.00  | \$1,000.00  | \$1,000.00  | \$1,000.00 | \$12,000.00  |
| 286 Equipment                                       | 730            | 4500             | \$3,000.00 | \$3,000.00  | \$3,000.00  | \$3,000.00  | \$3,000.00  | \$3,000.00  | \$3,000.00  | \$3,000.00  | \$3,000.00  | \$3,000.00  | \$3,000.00  | \$3,000.00 | \$36,000.00  |
| 287 Repairs and Maintenance Services                | 430            | 4000             | \$2,000.00 | \$2,000.00  | \$2,000.00  | \$2,000.00  | \$2,000.00  | \$2,000.00  | \$2,000.00  | \$2,000.00  | \$2,000.00  | \$2,000.00  | \$2,000.00  | \$2,000.00 | \$24,000.00  |
| 288 (additional object codes may need to be added)  |                |                  | Ĭ          |             |             |             |             |             |             |             |             |             |             |            | \$0.00       |
| 289   |                |                  |            |             |             |             |             |             |             |             |             |             |             |            | \$0.00       |
| 290   |                |                  |            |             |             |             |             |             |             |             |             |             |             |            | \$0.00       |
| TOTAL IV. FACILITY ACQUISITION AND CONSTRUCTION     |                |                  |            |             |             |             |             |             |             |             |             |             |             |            |              |
| 291 SERVICE EXPENDITURES                            |                |                  | \$6,000.00 | \$6,000.00  | \$6,000.00  | \$6,000.00  | \$6,000.00  | \$6,000.00  | \$6,000.00  | \$6,000.00  | \$6,000.00  | \$6,000.00  | \$6,000.00  | \$6,000.00 | \$72,000.00  |

|     | Description                                      | Object<br>Code | Function<br>Code | July         | August       | September     | October       | November     | December     | January      | February     | March        | April        | Мау          | June         | Total          |
|-----|--|----------------|------------------|--------------|--------------|---------------|---------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|----------------|
|     |  |                |                  |              |              |               |               |              |              |              |              |              |              |              |              |                |
|     | V. DEBT SERVICE                                  |                |                  |              |              |               |               |              |              |              |              |              |              |              |              |                |
|     | Debt Service                                     |                |                  |              |              |               |               |              |              |              |              |              |              |              |              |                |
| 292 | Banking Services                                 | 340            | 5100             |              |              |               |               |              |              |              |              |              |              |              |              | \$0.00         |
| 293 | Interest (long-term)                             | 830            | 5100             |              |              |               |               |              |              |              |              |              |              |              |              | \$0.00         |
| 294 | Redemption of Principal                          | -              | 5100             |              |              |               |               |              |              |              |              |              |              |              |              | \$0.00         |
| 295 | Miscellaneous Expenditures                       | 890            | 5100             |              |              |               |               |              |              |              |              |              |              |              |              | \$0.00         |
| 296 | (additional object codes may need to be added)   |                |                  |              |              |               |               |              |              |              |              |              |              |              |              | \$0.00         |
| 297 |  |                |                  |              |              |               |               |              |              |              |              |              |              |              |              | \$0.00         |
| 298 |  |                |                  |              |              |               |               |              |              |              |              |              |              |              |              | \$0.00         |
| 299 | TOTAL V. DEBT SERVICE                            |                |                  | \$0.00       | \$0.00       | \$0.00        | \$0.00        | \$0.00       | \$0.00       | \$0.00       | \$0.00       | \$0.00       | \$0.00       | \$0.00       | \$0.00       | \$0.00         |
|     |  |                |                  |              |              |               |               |              |              |              |              |              |              |              |              |                |
| 300 | TOTAL I - V. ALL EXPENDITURES                    |                |                  | \$263,141.60 | \$296,397.60 | \$339,015.50  | \$339,015.50  | \$299,015.50 | \$299,015.50 | \$299,015.50 | \$299,015.50 | \$299,015.50 | \$299,015.50 | \$299,015.50 | \$249,259.50 | \$3,579,938.20 |
|     |  |                |                  |              |              |               |               |              |              |              |              |              |              |              |              |                |
|     | VI. OTHER FINANCING USES                         |                |                  |              |              |               |               |              |              |              |              |              |              |              |              |                |
| 301 | Other Uses of Funds (provide detail)             | Varies         | 52XX             |              |              |               |               |              |              |              |              |              |              |              |              | \$0.00         |
| 302 |  |                |                  |              |              |               |               |              |              |              |              |              |              |              |              | \$0.00         |
| 303 | TOTAL VI. OTHER FINANCING SOURCES (USES)         |                |                  | \$0.00       | \$0.00       | \$0.00        | \$0.00        | \$0.00       | \$0.00       | \$0.00       | \$0.00       | \$0.00       | \$0.00       | \$0.00       | \$0.00       | \$0.00         |
|     |  |                |                  |              |              |               |               |              |              |              |              |              |              |              |              |                |
| FUN | D BALANCES                                       |                |                  |              |              |               |               |              |              |              |              |              |              |              |              |                |
|     | EXCESS (DEFICIENCY) OF REVENUE AND OTHER SOURCES |                |                  |              |              |               |               |              |              |              |              |              |              |              |              |                |
| 304 | OVER EXPENDITURES AND OTHER USES                 |                |                  | \$63,509.48  | \$10,323.48  | (\$32,294.42) | (\$32,294.42) | \$7,705.58   | \$7,705.58   | \$7,705.58   | \$7,705.58   | \$7,705.58   | \$7,705.58   | \$7,705.58   | \$42,845.58  | \$106,028.76   |

# Attachment 40-4

Five Year Budget Plan with Assumptions for yearly changes

# **Five Year Budget Plan**

|    | Description                                      | Object<br>Code | Function<br>Code |      | Year 1     |     | Year 2      |     | Year 3      |     | Year 4       | ,     | Year 5     |
|----|--|----------------|------------------|------|------------|-----|-------------|-----|-------------|-----|--------------|-------|------------|
|    | REVENUES:  |                |                  |      |            |     |             |     |             |     |              |       |            |
|    | REVENUES FROM LOCAL SOURCES                      |                |                  |      |            |     |             |     |             |     |              |       |            |
| 1  | Local Per Pupil Aid                              |                | 1XXX             | \$   | 1,272,600  | \$  | 1,414,000   | \$  | 1,555,400   | \$  | 1,696,800    | \$    | 1,838,200  |
| 2  | Earnings on Investments                          |                | 15XX             |      |            |     |             |     |             |     |              |       |            |
| 3  | Food Service                                     |                | 16XX             | \$   | 40,320     | \$  | 44,800      | \$  | 49,280      | \$  | 53,760       | \$    | 58,240     |
| 4  | Community Service Activities                     |                | 1800             |      |            |     |             |     |             |     |              |       |            |
|    | Other Revenue From Local Sources                 |                |                  |      |            |     |             |     |             |     |              |       |            |
| 5  | Contributions and Donations                      |                | 1920             |      |            |     |             |     |             |     |              |       |            |
| 6  | Books and Supplies Sold                          |                | 1940             |      |            |     |             |     |             |     |              |       |            |
| 7  | Other Miscellaneous Revenues                     |                | 199X             |      |            |     |             |     |             |     |              |       |            |
| 8  | (additional function codes may need to be added) |                |                  |      |            |     |             |     |             |     |              |       |            |
| 9  |  |                |                  |      |            |     |             |     |             |     |              |       |            |
| 10 | TOTAL REVENUES FROM LOCAL SOURCES                |                |                  | \$1, | 312,920.00 | \$1 | ,458,800.00 | \$1 | ,604,680.00 | \$1 | ,750,560.00  | \$1,8 | 396,440.00 |
|    |  |                |                  |      |            |     |             |     |             |     |              |       |            |
|    | REVENUE FROM STATE SOURCES                       |                |                  |      |            |     |             |     |             |     |              |       |            |
|    | Unrestricted Grants-In-Aid                       |                |                  |      |            |     |             |     |             |     |              |       |            |
| 11 | State Per Pupil Aid                              |                | 311X             | \$   | 1,629,000  | \$  | 1,810,000   | \$  | 1,991,000   | \$  | 2,172,000    | \$    | 2,353,000  |
| 12 | Other Unrestricted Revenues                      |                | 3190             |      |            |     |             |     |             |     |              |       |            |
|    | Restricted Grants-In-Aid                         |                |                  |      |            |     |             |     |             |     |              |       |            |
| 13 | Education Support Fund (8g)                      |                | 3220             |      |            |     |             |     |             |     |              |       |            |
| 14 | PIP  |                | 3230             |      |            |     |             |     |             |     |              |       |            |
| 15 | Other Restricted Revenues                        |                | 3290             | \$   | 5,908      | \$  | 5,908       | \$  | 5,908       | \$  | 5,908        | \$    | 5,908      |
| 16 | (additional function codes may need to be added) | -              |                  |      |            |     |             |     |             |     |              |       |            |
| 17 |  |                |                  |      |            |     |             |     |             |     |              |       |            |
| 18 | TOTAL REVENUE FROM STATE SOURCES                 |                |                  | \$1, | 634,908.00 | \$1 | ,815,908.00 | \$1 | ,996,908.00 | \$2 | 2,177,908.00 | \$2,3 | 358,908.00 |

Louisiana laws contain requirements for school district accounting. By law, the **L**ouisiana **A**ccounting and **U**niform **G**overnmental **H**andbook (LAUGH) (Bulletin 1929) is the required accounting manual for local educational agencies. This document can be accessed on the Department of Education's website at www.louisianaschools.net.

|    | Description  | Object<br>Code | Function<br>Code |     | Year 1       |     | Year 2       |      | Year 3     |     | Year 4       |       | Year 5     |
|----|--|----------------|------------------|-----|--------------|-----|--------------|------|------------|-----|--------------|-------|------------|
|    | REVENUE FROM FEDERAL SOURCES                       |                |                  |     |              |     |              |      |            |     |              |       |            |
|    | Unrestricted Grants-In-Aid Direct From the Federal | Gov't          |                  |     |              |     |              |      |            |     |              |       |            |
| 19 | Impact Aid Fund                                    |                | 4110             |     |              |     |              |      |            |     |              |       |            |
|    | Restricted Grants-In-Aid Direct From the Federal G | ov't           |                  |     |              |     |              |      |            |     |              |       |            |
| 20 | Other Restricted Grants - Direct                   |                | 4390             |     |              |     |              |      |            |     |              |       |            |
|    | Restricted Grants-In-Aid From Federal Gov't Thru S | tate           |                  |     |              |     |              |      |            |     |              |       |            |
| 21 | School Food Service                                |                | 4515             | \$  | 146,160      | \$  | 162,400      | \$   | 178,640    | \$  | 194,880      | \$    | 211,120    |
|    | Special Education                                  |                |                  |     |              |     |              |      |            |     |              |       |            |
| 22 | IDEA - Part B                                      |                | 4531             | \$  | 82,962       | \$  | 92,180       | \$   | 101,398    | \$  | 110,616      | \$    | 119,834    |
| 23 | IDEA - Preschool                                   |                | 4532             | \$  | -            | \$  | -            | \$   | -          | \$  | -            | \$    | -          |
| 24 | Other Special Education Programs                   |                | 4535             | \$  | -            | \$  | -            | \$   | -          | \$  | -            | \$    | -          |
|    | No Child Left Behind (NCLB)                        |                |                  |     |              |     |              |      |            |     |              |       |            |
| 25 | Title I  |                | 4541             | \$  | 359,496      | \$  | 399,440      | \$   | 439,384    | \$  | 479,328      | \$    | 519,272    |
| 26 | Title I, Part C - Migrant                          |                | 4542             | \$  | -            | \$  | -            | \$   | -          | \$  | -            | \$    | -          |
| 27 | Title V - Innovative Education Programs            |                | 4543             | \$  | 900          | \$  | 1,000        | \$   | 1,100      | \$  | 1,200        | \$    | 1,300      |
| 28 | Title IV - Safe and Drug Free Schools / Com        |                | 4544             | \$  | 1,350        | \$  | 1,500        | \$   | 1,650      | \$  | 1,800        | \$    | 1,950      |
| 29 | Title II - Teacher & Principal Training/Recuit     | ing            | 4545             | \$  | 112,725      | \$  | 125,250      | \$   | 137,775    | \$  | 150,300      | \$    | 162,825    |
| 30 | Other IASA Programs                                |                | 4546             | \$  | -            | \$  | -            | \$   | -          | \$  | -            | \$    | -          |
| 31 | Other Restricted Grants through State              |                | 4590             |     | \$34,546.00  | \$  | -            | \$   | -          | \$  | -            | \$    | -          |
|    | Revenue For/On Behalf of the LEA                   |                |                  |     |              |     |              |      |            |     |              |       |            |
| 32 | Value of USDA Commodities                          |                | 4920             |     |              |     |              |      |            |     |              |       |            |
| 33 | (additional function codes may need to be added)   |                |                  |     |              |     |              |      |            |     |              |       |            |
| 34 |  |                |                  |     |              |     |              |      |            |     |              |       |            |
| 35 |  |                |                  |     |              |     |              |      |            |     |              |       |            |
| 36 | TOTAL REVENUE FROM FEDERAL SOURCES                 |                |                  |     | \$738,139.00 | ;   | \$781,770.00 | \$   | 859,947.00 |     | \$938,124.00 | \$1,0 | 016,301.00 |
|    |  |                |                  |     |              |     |              |      |            |     |              |       |            |
|    | Other Sources of Funds (Provide Detail)            |                |                  |     |              |     |              |      |            |     |              |       |            |
| 37 |  |                | 5XXX             |     |              |     |              |      |            |     |              |       |            |
| 38 |  |                |                  |     |              |     |              |      |            |     |              |       |            |
| 39 | TOTAL REVENUES AND OTHER SOURCES OF FUNDS          | 3              |                  | \$3 | 3,685,967.00 | \$4 | ,056,478.00  | \$4, | 461,535.00 | \$4 | 4,866,592.00 | \$5,2 | 271,649.00 |

# PELICAN FOUNDATION Five Year Budget Plan

|    | Description   | Object<br>Code | Function<br>Code |      | Year 1     |     | Year 2      |     | Year 3      |     | Year 4       |     | Year 5     |
|----|---|----------------|------------------|------|------------|-----|-------------|-----|-------------|-----|--------------|-----|------------|
|    | EXPENDITURES:                                       |                |                  |      |            |     |             |     |             |     |              |     |            |
|    | I. INSTRUCTION                                      |                |                  |      |            |     |             |     |             |     |              |     |            |
|    | A. Regular Programs - Elementary/Secondary          |                |                  |      |            |     |             |     |             |     |              |     |            |
|    | Salaries  |                |                  |      |            |     |             |     |             |     |              |     |            |
| 40 | Teachers  | 112            | 1100             | \$   | 988,000    | \$  | 1,085,280   | \$  | 1,264,640   | \$  | 1,409,800    | \$  | 1,559,520  |
| 41 | Aides   | 115            | 1100             | \$   | 96,000     | \$  | 97,920      | \$  | 124,800     | \$  | 127,200      | \$  | 129,600    |
| 42 | Substitute Teachers and Aides                       | 123            | 1100             | \$   | 76,000     | \$  | 77,520      | \$  | 79,040      | \$  | 80,560       | \$  | 164,160    |
| 43 | Purchased Professional and Technical Services       | 300            | 1100             |      |            |     |             |     |             |     |              |     |            |
| 44 | Repairs and Maintenance Services                    | 430            | 1100             | \$   | 13,000     | \$  | 14,000      | \$  | 16,000      | \$  | 17,500       | \$  | 19,000     |
| 45 | Travel Expense Reimbursement                        | 582            | 1100             | \$   | 13,000     | \$  | 14,000      | \$  | 16,000      | \$  | 17,500       | \$  | 19,000     |
|    | Instructional Supplies                              |                |                  |      |            |     |             |     |             |     |              |     |            |
| 46 | Materials and Supplies (e.g., printed report cards) | 610            | 1100             | \$   | 9,000      | \$  | 50,000      | \$  | 55,000      | \$  | 60,000       | \$  | 65,000     |
| 47 | Textbooks/Workbooks                                 | 642            | 1100             | \$   | 180,000    | \$  | 40,000      | \$  | 40,000      | \$  | 40,000       | \$  | 40,000     |
| 48 | Equipment   | 730            | 1100             | \$   | 39,000     | \$  | 7,500       | \$  | 7,500       | \$  | 7,500        | \$  | 7,500      |
| 49 | Miscellaneous Expenditures                          | 890            | 1100             | \$   | 6,000      | \$  | 8,000       | \$  | 10,000      | \$  | 12,000       | \$  | 14,000     |
| 50 | Group Health Insurance                              | 210            | 1100             | \$   | 46,800     | \$  | 72,000      | \$  | 79,200      | \$  | 86,400       | \$  | 90,000     |
| 51 | Social Security                                     | 220            | 1100             | \$   | 61,750     | \$  | 67,830      | \$  | 79,040      | \$  | 88,113       | \$  | 97,470     |
| 52 | Medicare  | 225            | 1100             | \$   | 14,326     | \$  | 15,737      | \$  | 18,337      | \$  | 20,442       | \$  | 22,613     |
| 53 | Employer's Contribution to Retirement               | 23X            | 1100             | \$   | 148,200    | \$  | 162,792     | \$  | 189,696     | \$  | 211,470      | \$  | 233,928    |
| 54 | Unemployment Compensation                           | 250            | 1100             | \$   | 7,311      | \$  | 8,031       | \$  | 9,358       | \$  | 10,433       | \$  | 11,540     |
| 55 | Workmen's Compensation                              | 260            | 1100             | \$   | 27,071     | \$  | 29,737      | \$  | 34,651      | \$  | 38,629       | \$  | 42,731     |
| 56 | (additional object codes may need to be added)      |                |                  |      |            |     |             |     |             |     |              |     |            |
| 57 |   |                |                  |      |            |     |             |     |             |     |              |     |            |
| 58 |   |                |                  |      |            |     |             |     |             |     |              |     |            |
| 59 |   |                |                  |      |            |     |             |     |             |     |              |     |            |
| 60 | TOTAL A. Regular Program Expenditures               |                |                  | \$1, | 725,458.40 | \$1 | ,750,346.30 | \$2 | ,023,262.75 | \$2 | 2,227,545.64 | \$2 | 516,062.34 |

|    | Description  | Object<br>Code | Function<br>Code | Year 1           |    | Year 2       |    | Year 3       | Year 4       |     | Year 5     |
|----|--|----------------|------------------|------------------|----|--------------|----|--------------|--------------|-----|------------|
|    |  |                |                  |                  |    |              |    |              |              |     |            |
|    | B. Special Education Programs (Including Summer & Preschool) |                |                  |                  |    |              |    |              |              |     |            |
|    | & Gifted/Talented Programs                                   |                |                  |                  |    |              |    |              |              |     |            |
|    | Salaries   |                |                  |                  |    |              |    |              |              |     |            |
| 61 | Teachers   | 112            | 1210             | \$<br>114,000    | \$ | 116,280      | \$ | 118,560      | \$ 161,120   | \$  | 164,160    |
| 62 | Therapists (OT,PT,Speech,etc.)                               | 113            | 1210             | \$<br>-          | \$ | -            | \$ | -            | \$ -         | \$  | -          |
| 63 | Aides  | 115            | 1210             | \$<br>-          | \$ | -            | \$ | -            | \$ -         | \$  | -          |
| 64 | Substitute Teachers and Aides                                | 123            | 1210             | \$<br>-          | \$ | -            | \$ | -            | \$ -         | \$  | -          |
| 65 | Purchased Professional and Technical Services                | 300            | 1210             | \$<br>12,000     | \$ | 14,000       | \$ | 16,000       | \$ 18,000    | \$  | 20,000     |
| 66 | Repairs and Maintenance Services                             | 430            | 1210             | \$<br>-          | \$ | -            | \$ | -            | \$ -         | \$  | -          |
| 67 | Travel Expense Reimbursement                                 | 582            | 1210             | \$<br>600        | \$ | 800          | \$ | 1,000        | \$ 1,200     | \$  | 2,000      |
|    | Instructional Supplies                                       |                |                  |                  |    |              |    |              |              |     |            |
| 68 | Materials and Supplies                                       | 610            | 1210             | \$<br>12,000     | \$ | 3,000        | \$ | 3,000        | \$ 3,000     | \$  | 3,000      |
| 69 | Textbooks/Workbooks  | 642            | 1210             | \$<br>1,200      | \$ | 1,200        | \$ | 2,000        | \$ 2,000     | \$  | 2,500      |
| 70 | Equipment  | 730            | 1210             | \$<br>6,000      | \$ | 2,000        | \$ | 2,500        | \$ 3,000     | \$  | 3,500      |
| 71 | Miscellaneous Expenditures                                   | 890            | 1210             | \$<br>600        | \$ | 800          | \$ | 1,000        | \$ 1,200     | \$  | 2,000      |
| 72 | Group Health Insurance                                       | 210            | 1200             | \$<br>5,400      | \$ | 7,200        | \$ | 7,200        | \$ 9,000     | \$  | 10,800     |
| 73 | Social Security  | 220            | 1200             | \$<br>7,125      | \$ | 7,268        | \$ | 7,410        | \$ 10,070    | \$  | 10,260     |
| 74 | Medicare   | 225            | 1200             | \$<br>1,653      | \$ | 1,686        | \$ | 1,719        | \$ 2,336     | \$  | 2,380      |
| 75 | Employer's Contribution to Retirement                        | 23X            | 1200             | \$<br>17,100     | \$ | 17,442       | \$ | 17,784       | \$ 24,168    | \$  | 24,624     |
| 76 | Unemployment Compensation                                    | 250            | 1200             | \$<br>844        | \$ | 860          | \$ | 877          | \$ 1,192     | \$  | 1,215      |
| 77 | Workmen's Compensation                                       | 260            | 1200             | \$<br>3,124      | \$ | 3,186        | \$ | 3,249        | \$ 4,415     | \$  | 4,498      |
| 78 | (additional object codes may need to be added)               |                |                  |                  |    |              |    |              |              |     |            |
| 79 |  |                |                  |                  |    |              |    |              |              |     |            |
| 80 |  |                |                  |                  |    |              |    |              |              |     |            |
| 81 |  |                |                  |                  |    |              |    |              |              |     |            |
| 82 | TOTAL B. Special Education Programs                          |                |                  | \$<br>181,645.20 | 9  | \$175,722.10 | ,  | \$182,299.01 | \$240,701.22 | \$2 | 250,937.09 |

# PELICAN FOUNDATION Five Year Budget Plan

|     | Description   | Object<br>Code | Function<br>Code | Year 1         |     | Year 2       |      | Year 3     | Year 4         |     | Year 5       |
|-----|---|----------------|------------------|----------------|-----|--------------|------|------------|----------------|-----|--------------|
|     | C. Other Instructional Programs (Vocational Ed., Special Programs, Adult Ed., and Other Programs) |                |                  |                |     |              |      |            |                |     |              |
|     | Salaries  |                |                  |                |     |              |      |            |                |     |              |
| 83  | Teachers  | 112            | Varies           | \$ 38,000      | \$  | 77,520       | \$   | 79,040     | \$ 80,560      | \$  | 82,080       |
| 84  | Aides   | 115            | Varies           | \$ -           | \$  | -            | \$   | -          | \$ -           | \$  | -            |
| 85  | Substitute Teachers and Aides   | 123            | Varies           | \$ -           | \$  | -            | \$   | -          | \$ -           | \$  | -            |
| 86  | Purchased Professional and Technical Services   | 300            | Varies           | \$ -           | \$  | -            | \$   | -          | \$ -           | \$  | -            |
| 87  | Repairs and Maintenance Services  | 430            | Varies           | \$ -           | \$  | -            | \$   | -          | \$ -           | \$  | -            |
| 88  | Travel Expense Reimbursement  | 582            | Varies           | \$ 600         | \$  | 1,000        | \$   | 2,000      | \$ 2,500       | \$  | 3,000        |
|     | Instructional Supplies  |                |                  |                |     |              |      |            |                |     |              |
| 89  | Materials and Supplies  | 610            | Varies           | \$ 6,000       | \$  | 2,000        | \$   | 2,500      | \$ 3,000       | \$  | 3,000        |
| 90  | Textbooks/Workbooks   | 642            | Varies           | \$ 1,200       | \$  | 1,200        | \$   | 2,000      | \$ 2,500       | \$  | 3,000        |
| 91  | Furniture and Equipment   | 73X            | Varies           | \$ 6,000       | \$  | 1,000        | \$   | 1,200      | \$ 1,400       | \$  | 1,600        |
| 92  | Miscellaneous Expenditures  | 890            | Varies           | \$ 600         | \$  | 600          | \$   | 1,000      | \$ 1,200       | \$  | 1,500        |
| 93  | Group Health Insurance  | 210            | Varies           | \$ 1,800       | \$  | 3,600        | \$   | 3,600      | \$ 3,600       | \$  | 5,400        |
| 94  | Social Security   | 220            | Varies           | \$ 2,375       | \$  | 4,845        | \$   | 4,940      | \$ 5,035       | \$  | 5,130        |
| 95  | Medicare  | 225            | Varies           | \$ 551         | \$  | 1,124        | \$   | 1,146      | \$ 1,168       | \$  | 1,190        |
| 96  | Employer's Contribution to Retirement   | 23X            | Varies           | \$ 5,700       | \$  | 11,628       | \$   | 11,856     | \$ 12,084      | \$  | 12,312       |
| 97  | Unemployment Compensation   | 250            | Varies           | \$ 281         | \$  | 574          | \$   | 585        | \$ 596         | \$  | 607          |
| 98  | Workmen's Compensation  | 260            | Varies           | \$ 1,041       | \$  | 2,124        | \$   | 2,166      | \$ 2,207       | \$  | 2,249        |
| 99  | (additional object codes may need to be added)  |                |                  |                |     |              |      |            |                |     |              |
| 100 |   |                |                  |                |     |              |      |            |                |     |              |
| 101 |   |                |                  |                |     |              |      |            |                |     |              |
| 102 |   |                |                  |                |     |              |      |            |                |     |              |
| 103 | C. TOTAL Other Instructional Programs   |                |                  | \$64,148.40    |     | \$107,214.74 | \$   | 112,032.67 | \$115,850.61   |     | \$121,068.54 |
| 104 | TOTAL I. INSTRUCTION  |                |                  | \$1,971,252.00 | \$2 | 2,033,283.14 | \$2, | 317,594.43 | \$2,584,097.46 | \$2 | 2,888,067.97 |

|     | Description  | Object<br>Code | Function<br>Code | Y    | ear 1     |    | Year 2       |    | Year 3       | Year 4       |     | Year 5       |
|-----|--|----------------|------------------|------|-----------|----|--------------|----|--------------|--------------|-----|--------------|
|     | II. SUPPORT SERVICES PROGRAMS                          |                |                  |      |           |    |              |    |              |              |     |              |
|     | A. Pupil Support Services                              |                |                  |      |           |    |              |    |              |              |     |              |
| 105 | Child Welfare and Attendance Svcs. (Supervisor/Secreta | Varies         | 21XX             | \$   | 24,000    | \$ | 24,480       | \$ | 24,960       | \$<br>25,440 | \$  | 25,920       |
| 106 | Guidance Services (Guidance Counselor)                 | Varies         | 21XX             | \$   | 48,000    | \$ | 48,960       | \$ | 49,920       | \$<br>50,880 | \$  | 51,840       |
| 107 | Health Services (Nurse)                                | Varies         | 21XX             | \$   | 24,000    | \$ | 24,480       | \$ | 24,960       | \$<br>50,880 | \$  | 51,840       |
| 108 | Pupil Assessment and Appraisal Services                | Varies         | 21XX             | \$   | -         | \$ | -            | \$ | -            | \$<br>-      | \$  | -            |
| 109 | Group Health Insurance                                 | 210            | 21XX             | \$   | 7,200     | \$ | 10,800       | \$ | 10,800       | \$<br>10,800 | \$  | 10,800       |
| 110 | Social Security  | 220            | 21XX             | \$   | 6,000     | \$ | 6,120        | \$ | 6,240        | \$<br>7,950  | \$  | 8,100        |
| 111 | Medicare   | 225            | 21XX             | \$   | 1,392     | \$ | 1,420        | \$ | 1,448        | \$<br>1,844  | \$  | 1,879        |
| 112 | Employer's Contribution to Retirement                  | 23X            | 21XX             | \$   | 14,400    | \$ | 14,688       | \$ | 14,976       | \$<br>19,080 | \$  | 19,440       |
| 113 | Unemployment Compensation                              | 250            | 21XX             | \$   | 710       | \$ | 725          | \$ | 739          | \$<br>941    | \$  | 959          |
| 114 | Workmen's Compensation                                 | 260            | 21XX             | \$   | 2,630     | \$ | 2,683        | \$ | 2,736        | \$<br>3,485  | \$  | 3,551        |
| 115 | (additional object codes may need to be added)         |                |                  |      |           |    |              |    |              |              |     |              |
| 116 |  |                |                  |      |           |    |              |    |              |              |     |              |
| 117 |  |                |                  |      |           |    |              |    |              |              |     |              |
| 118 | TOTAL A. Pupil Support Services                        |                |                  | \$12 | 28,332.80 | (  | \$134,355.46 | Ç  | \$136,778.11 | \$171,300.96 | (   | \$174,329.28 |
|     | B. Instructional Staff Services                        |                |                  |      |           |    |              |    |              |              |     |              |
| 119 | Salaries of Directors, Supervisors, Coordinators, ec   | 111            | 22XX             | \$   | 48,000    | \$ | 48,960       | \$ | 49,920       | \$<br>50,880 | \$  | 51,840       |
| 120 | Instruction and Curriculum Development Services        | Varies         | 22XX             | \$   | -         | \$ | -            | \$ | -            | \$<br>-      | \$  | -            |
| 121 | Travel & Mileage Expense Reimbursement                 | 58X            | 22XX             | \$   | 1,200     | \$ | 1,200        | \$ | 1,200        | \$<br>1,500  |     | 2,000        |
| 122 | Instructional Staff Training Services                  | Varies         | 2230             | \$   | 1,200     | \$ | 1,200        | \$ | 1,200        | \$<br>1,500  | \$  | 2,000        |
| 123 | School Library Services                                | Varies         | 22XX             | \$   | 6,000     | \$ | 6,000        | \$ | 6,000        | \$<br>7,000  | \$  | 7,000        |
| 124 | Group Health Insurance                                 | 210            | 22XX             | \$   | 1,800     | \$ | 1,800        | \$ | 1,800        | \$<br>1,800  | \$  | 1,800        |
| 125 | Social Security  | 220            | 22XX             | \$   | 3,000     | \$ | 3,060        | \$ | 3,120        | \$<br>3,180  | \$  | 3,240        |
| 126 | Medicare   | 225            | 22XX             | \$   | 696       | \$ | 710          | \$ | 724          | \$<br>738    | \$  | 752          |
| 127 | Employer's Contribution to Retirement                  | 23X            | 22XX             | \$   | 7,200     | \$ | 7,344        | \$ | 7,488        | \$<br>7,632  | \$  | 7,776        |
| 128 | Unemployment Compensation                              | 250            | 22XX             | \$   | 355       | \$ | 362          | \$ | 369          | \$<br>377    | \$  | 384          |
| 129 | Workmen's Compensation                                 | 260            | 22XX             | \$   | 1,315     | \$ | 1,342        | \$ | 1,368        | \$<br>1,394  | \$  | 1,420        |
| 130 | (additional object codes may need to be added)         |                |                  |      |           |    |              |    |              |              |     |              |
| 131 |  |                |                  |      |           |    |              |    |              |              |     |              |
| 132 |  |                |                  |      |           |    |              |    |              |              |     |              |
| 133 | TOTAL B. Instructional Staff Services                  |                |                  | \$   | 70,766.40 |    | \$71,977.73  |    | \$73,189.06  | \$76,000.38  | 607 | \$78,211.71  |

|     | Description                                    | Object<br>Code | Function<br>Code | Year 1      | Year 2       | Year 3      | Year   | · 4    | Year 5       |
|-----|--|----------------|------------------|-------------|--------------|-------------|--------|--------|--------------|
|     | C. General Administration                      |                |                  |             |              |             |        |        |              |
|     | Board of Directors                             |                |                  |             |              |             |        |        |              |
| 134 | Legal Services                                 | 332            | 23XX             | \$ 12,000   | \$<br>12,000 | \$ 20,000   | \$ 2   | 25,000 | \$<br>25,000 |
| 135 | Purchased Professional and Technical Service   | 300            | 2311             | \$ 12,000   | \$<br>12,000 | \$ 20,000   | \$     | 25,000 | \$<br>25,000 |
| 136 | Audit Services                                 | 333            | 2311             | \$ 5,000    | \$<br>5,000  | \$ 10,000   | \$     | 12,000 | \$<br>12,000 |
| 137 | Insurance (Other than Emp. Benefits)           | 52X            | 23XX             | \$ 6,000    | \$<br>6,000  | \$ 10,000   | \$     | 12,000 | \$<br>12,000 |
| 138 | Advertising                                    | 540            | 2311             | \$ 6,000    | \$<br>6,000  | \$ 10,000   | \$     | 12,000 | \$<br>12,000 |
| 139 | Travel/Mileage (Board of Directors)            | 730            | 23XX             | \$ 6,000    | \$<br>6,000  | \$ 10,000   | \$     | 12,000 | \$<br>12,000 |
| 140 | Dues and Fees                                  | 810            | 2311             | \$ -        | \$<br>-      | \$ -        | \$     | -      | \$<br>-      |
| 141 | Judgements                                     | 820            | 2311             | \$ -        | \$<br>-      | \$ -        | \$     | -      | \$<br>-      |
| 142 | (additional object codes may need to be added) |                |                  | \$ 25,008   |              |             |        |        |              |
| 143 |  |                |                  |             |              |             |        |        |              |
| 144 |  |                |                  |             |              |             |        |        |              |
| 145 | TOTAL C. General Administration                |                |                  | \$72,008.00 | \$47,000.00  | \$80,000.00 | \$98,0 | 00.00  | \$98,000.00  |

|     | Description                                    | Object<br>Code | Function<br>Code | Y    | ear 1     | Year 2        | Year 3        | Year 4     |    | Year 5       |
|-----|--|----------------|------------------|------|-----------|---------------|---------------|------------|----|--------------|
|     |  |                |                  |      |           |               |               |            |    |              |
|     | D. School Administration                       |                |                  |      |           |               |               |            |    |              |
|     | Salaries                                       |                |                  |      |           |               |               |            |    |              |
| 146 | Principals                                     | 111            | 2410             | \$   | 72,000    | \$<br>73,440  | \$<br>74,880  | \$ 76,3    | 20 | \$ 77,760    |
| 147 | Assistant Principals                           | 111            | 2420             | \$   | 120,000   | \$<br>183,600 | \$<br>187,200 | \$ 190,8   | 00 | \$ 194,400   |
| 148 | Clerical/Secretarial                           | 114            | 2400             | \$   | 24,000    | \$<br>48,960  | \$<br>49,920  | \$ 50,8    | 80 | \$ 51,840    |
| 149 | Purchased Professional and Technical Services  | 300            | 2400             | \$   | 6,000     | \$<br>6,000   | \$<br>10,000  | \$ 12,0    | 00 | \$ 12,000    |
| 150 | Repairs and Maintenance Services               | 430            | 2400             | \$   | 6,000     | \$<br>6,000   | \$<br>10,000  | \$ 12,0    | 00 | \$ 12,000    |
| 151 | Rental of Equipment and Vehicles               | 442            | 2400             | \$   | 2,400     | \$<br>2,400   | \$<br>5,000   | \$ 6,0     | 00 | \$ 6,000     |
| 152 | Telephone and Postage                          | 530            | 2400             | \$   | 2,400     | \$<br>4,800   | \$<br>4,800   | \$ 6,0     | 00 | \$ 6,000     |
| 153 | Travel Expense Reimbursement                   | 582            | 2400             | \$   | 2,400     | \$<br>4,800   | \$<br>4,800   | \$ 6,0     | 00 | \$ 6,000     |
| 154 | Materials and Supplies                         | 610            | 2400             | \$   | 2,400     | \$<br>4,800   | \$<br>4,800   | \$ 6,0     | 00 | \$ 6,000     |
| 155 | Furniture and Equipment                        | 73X            | 2400             | \$   | 3,600     | \$<br>1,000   | \$<br>1,000   | \$ 1,0     | 00 | \$ 1,000     |
| 156 | Dues and Fees (Southern Association, etc.)     | 810            | 2400             | \$   | -         | \$<br>-       | \$<br>-       | \$ -       |    | \$ -         |
| 157 | Miscellaneous Expenditures                     | 890            | 2400             | \$   | 1,200     | \$<br>2,400   | \$<br>2,600   | \$ 2,8     | 00 | \$ 3,000     |
| 158 | Group Health Insurance                         | 210            | 24XX             | \$   | 7,200     | \$<br>10,800  | \$<br>10,800  | \$ 10,8    | 00 | \$ 10,800    |
| 159 | Social Security                                | 220            | 24XX             | \$   | 13,500    | \$<br>19,125  | \$<br>19,500  | \$ 19,8    | 75 | \$ 20,250    |
| 160 | Medicare                                       | 225            | 24XX             | \$   | 3,132     | \$<br>4,437   | \$<br>4,524   | \$ 4,6     | 11 | \$ 4,698     |
| 161 | Employer's Contribution to Retirement          | 23X            | 24XX             | \$   | 32,400    | \$<br>45,900  | \$<br>46,800  | \$ 47,7    | 00 | \$ 48,600    |
| 162 | Unemployment Compensation                      | 250            | 24XX             | \$   | 1,598     | \$<br>2,264   | \$<br>2,309   | \$ 2,3     | 53 | \$ 2,398     |
| 163 | Workmen's Compensation                         | 260            | 24XX             | \$   | 5,918     | \$<br>8,384   | \$<br>8,549   | \$ 8,7     | 13 | \$ 8,878     |
| 164 | (additional object codes may need to be added) |                |                  |      |           |               |               |            |    |              |
| 165 |  |                |                  |      |           |               |               |            |    |              |
| 166 |  |                |                  |      |           |               |               |            |    |              |
| 167 | TOTAL D. School Administration                 |                |                  | \$30 | 06,148.80 | \$429,110.80  | \$447,481.60  | \$463,852. | 10 | \$471,623.20 |

|     | Description                                       | Object<br>Code | Function<br>Code | ,  | Year 1     | Year 2       | Year 3       | Year 4       | Year 5           |
|-----|---|----------------|------------------|----|------------|--------------|--------------|--------------|------------------|
|     | E. Business Services                              |                |                  |    |            |              |              |              |                  |
|     | 90 Fiscal Services (Internal Auditing, Budgeting, |                |                  |    |            |              |              |              |                  |
|     | Payroll, Financial and Property Accounting, etc.) |                |                  |    |            |              |              |              |                  |
| 168 | Salaries  | 11X            | 25XX             | \$ | 60,000     | \$<br>61,200 | \$<br>62,400 | \$ 63,600    | \$<br>64,800     |
| 169 | Purchased Professional and Technical Service      | 300            | 2510             | \$ | 24,000     | \$<br>24,000 | \$<br>30,000 | \$ 35,000    | \$<br>40,000     |
| 170 | Technical Services (Bank Charges)                 | 340            | 2510             | \$ | 1,200      | \$<br>1,200  | \$<br>2,000  | \$ 4,000     | \$<br>5,000      |
| 171 | Repairs and Maintenance Services                  | 430            | 2510             | \$ | 2,400      | \$<br>2,400  | \$<br>2,800  | \$ 3,000     | \$<br>3,200      |
| 172 | Rental of Equipment and Vehicles                  | 442            | 2510             | \$ | 1,200      | \$<br>1,200  | \$<br>2,000  | \$ 2,000     | \$<br>2,000      |
| 173 | Postage   | 530            | 2510             | \$ | 1,200      | \$<br>1,200  | \$<br>1,500  | \$ 1,500     | \$<br>1,500      |
| 174 | Advertising                                       | 540            | 2510             | \$ | -          | \$<br>-      | \$<br>-      | \$ -         | \$<br>-          |
| 175 | Travel Expense Reimbursement                      | 582            | 2510             | \$ | 1,200      | \$<br>1,200  | \$<br>1,400  | \$ 1,600     | \$<br>1,800      |
| 176 | Materials and Supplies                            | 610            | 2510             | \$ | 2,400      | \$<br>2,400  | \$<br>2,400  | \$ 2,400     | \$<br>2,400      |
| 177 | Equipment   | 730            | 2510             | \$ | 3,600      | \$<br>1,000  | \$<br>1,000  | \$ 1,000     | \$<br>1,000      |
| 178 | Interest (short-term loans)                       | 830            | 2513             | \$ | 12,000     | \$<br>12,000 | \$<br>12,000 | \$ 12,000    | \$<br>12,000     |
| 179 | Miscellaneous Expenditures                        | 890            | 2510             | \$ | 2,400      | \$<br>2,400  | \$<br>2,400  | \$ 2,400     | \$<br>2,400      |
| 180 | Group Health Insurance                            | 210            | 25XX             | \$ | 1,800      | \$<br>1,800  | \$<br>1,800  | \$ 1,800     | \$<br>1,800      |
| 181 | Social Security                                   | 220            | 25XX             | \$ | 3,750      | \$<br>3,825  | \$<br>3,900  | \$ 3,975     | \$<br>4,050      |
| 182 | Medicare  | 225            | 25XX             | \$ | 870        | \$<br>887    | \$<br>905    | \$ 922       | \$<br>940        |
| 183 | Employer's Contribution to Retirement             | 23X            | 25XX             | \$ | 9,000      | \$<br>9,180  | \$<br>9,360  | \$ 9,540     | \$<br>9,720      |
| 184 | Unemployment Compensation                         | 250            | 25XX             | \$ | 444        | \$<br>453    | \$<br>462    | \$ 471       | \$<br>480        |
| 185 | Workmen's Compensation                            | 260            | 25XX             | \$ | 1,644      | \$<br>1,677  | \$<br>1,710  | \$ 1,743     | \$<br>1,776      |
| 186 |   |                |                  |    |            |              |              |              |                  |
| 187 |   |                |                  |    |            |              |              |              |                  |
| 188 | TOTAL E. Business Services                        |                |                  | \$ | 129,108.00 | \$128,022.16 | \$138,036.32 | \$146,950.48 | \$<br>154,864.64 |

|     | Description   | Object<br>Code | Function<br>Code |    | Year 1     |    | Year 2       |    | Year 3     |          | Year 4     | ,   | ear 5            |
|-----|---|----------------|------------------|----|------------|----|--------------|----|------------|----------|------------|-----|------------------|
|     | F. Operation and Maintenance of Plant Services  |                |                  |    |            |    |              |    |            |          |            |     |                  |
| 189 | •   | 11X            | 26XX             | \$ | 24,000     | \$ | 24,480       | ¢. | 24,960     | \$       | 25,440     | \$  | 25.020           |
| 190 | Salaries (Custodians, Security, Crossing Patrol)  Purchased Professional and Technical Services | 300            | 2600             | \$ | 24,000     | \$ |              | \$ | 48,000     | \$       | 48,000     | \$  | 25,920<br>48,000 |
| 190 | Rental of Equipment and Vehicles  | 442            | 2640             | \$ | 1,200      | \$ |              | \$ | 5,000      | \$       | 5,000      | \$  | ·                |
| 191 | Rental of Equipment and Verticles  Rental of Land   | 441            | 2600             | \$ | 1,200      | \$ | 5,000        | \$ | 5,000      | <u> </u> | 5,000      | \$  | 5,000            |
| 192 | Materials and Supplies  | 610            | 2600             | \$ | 2,400      | \$ | 5,000        | \$ | 5,000      | \$<br>\$ | 5,000      | \$  | 5,000            |
| 193 | Gasoline  | 626            | 2600             | \$ | 2,400      | \$ | 5,000        | \$ | 5,000      | \$       | 5,000      | \$  | 5,000            |
| 195 | Equipment   | 730            | 2600             | \$ | 2,400      | \$ | 1,000        | \$ | 1,000      | \$       | 1,000      | \$  | 1,000            |
| 196 | Miscellaneous Expenditures  | 890            | 2600             | \$ | 1,200      | \$ | 2,000        | \$ | 2,000      | \$       | 2,000      | \$  | 2,000            |
| 190 | Operating Buildings   | 090            | 2000             | Φ  | 1,200      | φ  | 2,000        | Φ  | 2,000      | φ        | 2,000      | φ   | 2,000            |
| 197 | Building Rental/Lease   | 441            | 2620             | \$ | _          | \$ | _            | \$ | _          | \$       | _          | \$  | _                |
| 198 | Water/Sewage  | 411            | 2620             | \$ | 1,200      | \$ | 3,000        | \$ | 5,000      | \$       | 6,000      | \$  | 6,000            |
| 199 | Disposal Services   | 421            | 2620             | \$ | 600        | \$ |              | \$ | 2,000      | \$       | 3,000      | \$  | 3,000            |
| 200 | Custodial Services  | 423            | 2620             | \$ | -          | \$ | -            | \$ | 2,000      | \$       | -          | \$  |                  |
| 201 | Repairs and Maintenance Services  | 430            | 2620             | \$ | 24,000     | \$ | 30,000       | \$ | 30,000     | \$       | 30,000     | \$  | 30,000           |
| 202 | Property Insurance  | 522            | 2620             | \$ | 12,000     | \$ |              | \$ | 20,000     | \$       | 20,000     | \$  | 20,000           |
| 203 | Telephone   | 530            | 2620             | \$ | 6,000      | \$ | 12,000       | -  |            | \$       | 12,000     | -   | 12,000           |
| 204 | Natural Gas and Electricity   | 62X            | 2620             | \$ | 60,000     | \$ |              | \$ | 100,000    | \$       | 100,000    |     | 100,000          |
| 205 | Care and Upkeep of Grounds  | 4XX            | 2630             | \$ | 2,400      | \$ |              | \$ | 5,000      | \$       | 6,000      | \$  | 7,000            |
| 206 | Care and Upkeep of Equipment  | 4XX            | 2640             | \$ | -,         | \$ | -            | \$ | -          | \$       | -          | \$  | -                |
| 207 | Vehicle Operation and Maintenance   | Varies         | 26XX             | \$ | -          | \$ | -            | \$ | -          | \$       | -          | \$  | -                |
| 208 | Group Health Insurance  | 210            | 26XX             | \$ | 1,800      | \$ | 1,800        | \$ | 1,800      | \$       | 1,800      | \$  | 1,800            |
| 209 | Social Security   | 220            | 26XX             | \$ | 1,500      | \$ | 1,530        | \$ | 1,560      | \$       | 1,590      | \$  | 1,620            |
| 210 | Medicare  | 225            | 26XX             | \$ | 348        | \$ | · ·          | \$ | 362        | \$       | 369        | \$  | 376              |
| 211 | Employer's Contribution to Retirement   | 23X            | 26XX             | \$ | 3,600      | \$ | 3,672        | \$ | 3,744      | \$       | 3,816      | \$  | 3,888            |
| 212 | Unemployment Compensation   | 250            | 26XX             | \$ | 178        | \$ |              | \$ | 185        | \$       | 188        | \$  | 192              |
| 213 | Workmen's Compensation  | 260            | 26XX             | \$ | 658        | \$ | 671          | \$ | 684        | \$       | 697        | \$  | 710              |
| 214 | (additional object codes may need to be added)  |                |                  |    |            |    |              |    |            |          |            |     |                  |
| 215 |   |                |                  |    |            |    |              |    |            |          |            |     |                  |
| 216 |   |                |                  |    |            |    |              |    |            |          |            |     |                  |
| 217 | TOTAL F. Operation & Maintenance of Plant Services  |                |                  | \$ | 169,483.20 | 9  | \$238,688.86 | 9  | 268,294.53 | \$2      | 271,900.19 | \$2 | 73,505.86        |

|     | Description                                    | Object<br>Code | Function<br>Code |     | Year 1     | Year 2        |    | Year 3       | ,   | Year 4     | Y    | ear 5    |
|-----|--|----------------|------------------|-----|------------|---------------|----|--------------|-----|------------|------|----------|
|     |  |                |                  |     |            |               |    |              |     |            |      |          |
|     | G. Student Transportation Services             |                |                  |     |            |               |    |              |     |            |      |          |
| 218 | Purchased Professional and Technical Services  | 3XX            | 27XX             | \$  | 244,620    | \$<br>271,980 | \$ | 298,980      | \$  | 326,376    | \$   | 353,574  |
|     | Regular Transportation Services                |                |                  |     |            |               |    |              |     |            |      |          |
| 219 | Salaries (Bus Driver & Substitutes)            | 11X            | 27XX             |     |            |               |    |              |     |            |      |          |
| 220 | Repairs and Maintenance Services               | 430            | 2721             |     |            |               |    |              |     |            |      |          |
| 221 | Payments in Lieu of Transportation             | 519            | 2721             |     |            |               |    |              |     |            |      |          |
| 222 | Fleet Insurance                                | 523            | 2721             |     |            |               |    |              |     |            |      |          |
| 223 | Materials and Supplies                         | 610            | 2721             |     |            |               |    |              |     |            |      |          |
| 224 | Gasoline/Diesel                                | 626            | 2721             |     |            |               |    |              |     |            |      |          |
| 225 | Equipment                                      | 730            | 2721             |     |            |               |    |              |     |            |      |          |
| 226 | Miscellaneous Expenditures                     | 890            | 2721             |     |            |               |    |              |     |            |      |          |
| 227 | Group Health Insurance                         | 210            | 27XX             |     |            |               |    |              |     |            |      |          |
| 228 | Social Security                                | 220            | 27XX             |     |            |               |    |              |     |            |      |          |
| 229 | Medicare                                       | 225            | 27XX             |     |            |               |    |              |     |            |      |          |
| 230 | Employer's Contribution to Retirement          | 23X            | 27XX             |     |            |               |    |              |     |            |      |          |
| 231 | Unemployment Compensation                      | 250            | 27XX             |     |            |               |    |              |     |            |      |          |
| 232 | Workmen's Compensation                         | 260            | 27XX             |     |            |               |    |              |     |            |      |          |
| 233 | (additional object codes may need to be added) |                | _                |     |            |               |    |              |     |            |      |          |
| 234 |  |                |                  |     |            |               |    |              |     |            |      |          |
| 235 |  |                | _                |     |            |               |    |              |     |            |      |          |
| 236 | TOTAL G. Student Transportation Services       |                |                  | \$2 | 244,620.00 | \$271,980.00  | ,  | \$298,980.00 | \$3 | 326,376.00 | \$35 | 3,574.00 |

# PELICAN FOUNDATION Five Year Budget Plan

|     | Description  | Object<br>Code | Function<br>Code |      | Year 1     |     | Year 2       |     | Year 3       | Year 4             |      | Year 5     |
|-----|--|----------------|------------------|------|------------|-----|--------------|-----|--------------|--------------------|------|------------|
|     |  |                |                  |      |            |     |              |     |              |                    |      |            |
|     | H. Central Services                                |                |                  |      |            |     |              |     |              |                    |      |            |
|     | Planning, Research, Development, and Evaluation Sv | cs.            |                  |      |            |     |              |     |              |                    |      |            |
| 237 | Purchased Professional and Technical Service       | 300            | 28XX             | \$   | 1,200      | \$  | 1,200        | \$  | 2,000        | \$<br>2,000        | \$   | 2,000      |
| 238 | Fingerprinting and Background Check                | 339            | 2830             | \$   | 1,500      | \$  | 1,500        | \$  | 2,000        | \$<br>2,200        | \$   | 2,500      |
| 239 | Advertising  | 540            | 2830             | \$   | -          | \$  | -            | \$  |              | \$<br>-            | \$   | -          |
| 240 | Data Processing Services                           | Varies         | 28XX             | \$   | -          | \$  | -            | \$  |              | \$<br>-            | \$   | -          |
| 241 | Group Health Insurance                             | 210            | 28XX             | \$   | -          | \$  | -            | \$  | -            | \$<br>-            | \$   | -          |
| 242 | Social Security                                    | 220            | 28XX             | \$   | -          | \$  | -            | \$  | 1            | \$<br>-            | \$   | -          |
| 243 | Medicare   | 225            | 28XX             | \$   | -          | \$  | -            | \$  | -            | \$<br>-            | \$   | -          |
| 244 | Employer's Contribution to Retirement              | 23X            | 28XX             | \$   | -          | \$  | -            | \$  | -            | \$<br>-            | \$   | -          |
| 245 | Unemployment Compensation                          | 250            | 28XX             | \$   | -          | \$  | -            | \$  | -            | \$<br>-            | \$   | -          |
| 246 | Workmen's Compensation                             | 260            | 28XX             | \$   | -          | \$  | -            | \$  | -            | \$<br>-            | \$   | -          |
| 247 | Management Company Fee (3% of Revenues)            |                |                  | \$   | 110,579    | \$  | 121,694      | \$  | 133,846      | \$<br>145,998      | \$   | 158,149    |
| 248 |  |                |                  |      |            |     |              |     |              |                    |      |            |
| 249 | TOTAL H. Central Services                          |                |                  | \$   | 113,279.01 | 9   | \$124,394.34 | •   | \$137,846.05 | \$150,197.76       | \$   | 162,649.47 |
|     |  |                |                  |      |            |     |              |     |              |                    |      |            |
| 250 | TOTAL II. SUPPORT SERVICE EXPENDITURES             |                |                  | \$1, | 233,746.21 | \$1 | ,445,529.35  | \$1 | ,580,605.67  | \$<br>1,704,578.18 | \$1, | 766,758.16 |

|     | Description                                    | Object<br>Code | Function<br>Code | Year 1        | Year 2        | Year 3           | Year 4       | Year 5       |
|-----|--|----------------|------------------|---------------|---------------|------------------|--------------|--------------|
|     |  |                |                  |               |               |                  |              |              |
|     | III. OPERATION OF NON-INSTRUCTIONAL SERVICES   |                |                  |               |               |                  |              |              |
|     | A. Food Service Operations                     |                |                  |               |               |                  |              |              |
| 251 | Salaries                                       | 11X            | 3100             |               |               |                  |              |              |
| 252 | Purchased Property Services                    | 4XX            | 3100             | \$<br>302,940 | \$<br>336,600 | \$<br>370,260    | \$ 403,920   | \$ 437,580   |
| 253 | Food Service Management                        | 570            | 3100             |               |               |                  |              |              |
| 254 | Travel Reimbursement & Mileage                 | 58X            | 3100             |               |               |                  |              |              |
| 255 | Materials and Supplies                         | 610            | 3100             |               |               |                  |              |              |
| 256 | Energy (Gas, Electricity, etc.)                | 620            | 3100             |               |               |                  |              |              |
| 257 | Technical Services                             | 340            | 3100             |               |               |                  |              |              |
| 258 | Food (Purchased & Commodities)                 | 63X            | 3100             |               |               |                  |              |              |
| 259 | Telephone and Postage                          | 530            | 3100             |               |               |                  |              |              |
| 260 | Equipment                                      | 730            | 3100             |               |               |                  |              |              |
| 261 | Group Health Insurance                         | 210            | 31XX             |               |               |                  |              |              |
| 262 | Social Security                                | 220            | 31XX             |               |               |                  |              |              |
| 263 | Medicare                                       | 225            | 31XX             |               |               |                  |              |              |
| 264 | Employer's Contribution to Retirement          | 23X            | 31XX             |               |               |                  |              |              |
| 265 | Unemployment Compensation                      | 250            | 31XX             |               |               |                  |              |              |
| 266 | Workmen's Compensation                         | 260            | 31XX             |               |               |                  |              |              |
| 267 | (additional object codes may need to be added) |                |                  |               |               |                  |              |              |
| 268 |  |                |                  |               |               |                  |              |              |
| 269 |  |                |                  |               |               |                  |              |              |
| 270 | TOTAL A. Food Service Operations               |                |                  | \$302,940.00  | \$336,600.00  | \$<br>370,260.00 | \$403,920.00 | \$437,580.00 |

|     | Description   | Object<br>Code | Function<br>Code | Year 1       | Year 2       | Year 3       | Year 4       | Year 5       |
|-----|---|----------------|------------------|--------------|--------------|--------------|--------------|--------------|
|     |   |                |                  |              |              |              |              |              |
|     | B. Community Service Operations (e.g. 4-H programs) |                |                  |              |              |              |              |              |
| 271 | Salaries  | 11X            | 33XX             |              |              |              |              |              |
| 272 | Materials and Supplies                              | 610            | 3300             |              |              |              |              |              |
| 273 | Group Health Insurance                              | 210            | 33XX             |              |              |              |              |              |
| 274 | Social Security                                     | 220            | 33XX             |              |              |              |              |              |
| 275 | Medicare  | 225            | 33XX             |              |              |              |              |              |
| 276 | Employer's Contribution to Retirement               | 23X            | 33XX             |              |              |              |              |              |
| 277 | Unemployment Compensation                           | 250            | 33XX             |              |              |              |              |              |
| 278 | Workmen's Compensation                              | 260            | 33XX             |              |              |              |              |              |
| 279 | (additional object codes may need to be added)      |                |                  |              |              |              |              |              |
| 280 |   |                |                  |              |              |              |              |              |
|     |   |                |                  |              |              |              |              |              |
| 281 | TOTAL B. Community Service Operations               |                |                  | \$0.00       | \$0.00       | \$0.00       | \$0.00       | \$0.00       |
|     |   |                |                  |              |              |              |              |              |
|     | TOTAL III. OPERATION OF NON-INSTRUCTIONAL           |                |                  |              |              |              |              |              |
| 282 | SERVICE EXPENDITURES                                |                |                  | \$302,940.00 | \$336,600.00 | \$370,260.00 | \$403,920.00 | \$437,580.00 |
|     | IV. FACILITY ACQUISITION AND CONSTRUCTION SV        | CS.            |                  |              |              |              |              |              |
| 283 | Architect/Engineering Services                      | 334            | 4300             |              |              |              |              |              |
| 284 | Construction Services                               | 450            | 4500             |              |              |              |              |              |
| 285 | Building Improvements - Renovate/Remodel            | 450            | 4600             | \$ 12,000    | \$ 15,000    | \$ 15,000    | \$ 15,000    | \$ 15,000    |
| 286 | Equipment   | 730            | 4500             | \$ 36,000    | \$ 5,000     | \$ 5,000     | \$ 5,000     | \$ 5,000     |
| 287 | Repairs and Maintenance Services                    | 430            | 4000             | \$ 24,000    | \$ 30,000    | \$ 30,000    | \$ 30,000    | \$ 30,000    |
| 288 | (additional object codes may need to be added)      |                |                  |              |              |              |              |              |
| 289 |   |                |                  |              |              |              |              |              |
| 290 |   |                |                  |              |              |              |              |              |
|     | TOTAL IV. FACILITY ACQUISITION AND CONSTRUCT        | ION            |                  |              |              |              |              |              |
| 291 | SERVICE EXPENDITURES                                |                |                  | \$72,000.00  | \$50,000.00  | \$50,000.00  | \$50,000.00  | \$50,000.00  |

# Five Year Budget Plan

| Description |   | Object<br>Code | Function<br>Code | Year 1         | Year 2         | Year 3         | Year 4         | Year 5         |
|-------------|---|----------------|------------------|----------------|----------------|----------------|----------------|----------------|
|             | V. DEBT SERVICE                                 |                |                  |                |                |                |                |                |
| 292         | Debt Service                                    |                |                  |                |                |                |                |                |
| 293         | Banking Services                                | 340            | 5100             |                |                |                |                |                |
| 294         | Interest (long-term)                            | 830            | 5100             |                |                |                |                |                |
| 295         |   | 910            | 5100             |                |                |                |                |                |
| 296         | Miscellaneous Expenditures                      | 890            | 5100             |                |                |                |                |                |
| 297         | (additional object codes may need to be added)  |                |                  |                |                |                |                |                |
| 298         |   |                |                  |                |                |                |                |                |
| 299         |   |                |                  |                |                |                |                |                |
| 300         | TOTAL V. DEBT SERVICE                           |                |                  | \$0.00         | \$0.00         | \$0.00         | \$0.00         | \$0.00         |
|             |   |                |                  |                |                |                |                |                |
|             | TOTAL I - V. ALL EXPENDITURES                   |                |                  | \$3,579,938.21 | \$3,865,412.49 | \$4,318,460.10 | \$4,742,595.64 | \$5,142,406.13 |
|             | VI. OTHER FINANCING USES                        |                |                  |                |                |                |                |                |
| 301         | Other Uses of Funds (provide detail)            | Varies         | 52XX             |                |                |                |                |                |
| 302         |   |                |                  |                |                |                |                |                |
| 303         | TOTAL VI. OTHER FINANCING SOURCES (USES)        |                |                  | \$0.00         | \$0.00         | \$0.00         | \$0.00         | \$0.00         |
|             |   |                |                  |                |                |                |                |                |
| FUN         | ID BALANCES                                     |                |                  |                |                |                |                |                |
|             | EXCESS (DEFICIENCY) OF REVENUE AND OTHER SOURCE | ES             |                  |                |                |                |                |                |
| 304         | OVER EXPENDITURES AND OTHER USES                |                |                  | \$106,028.79   | \$191,065.51   | \$143,074.90   | \$123,996.36   | \$129,242.87   |

Cumulative Fund Balance:

\$106,028.79

\$297,094.30

\$440,169.20

\$564,165.56

\$693,408.43

# Attachment 42

**Donation Commitment** 

# December 10th, 2006

: State Board of Elementary and Secondary Education To

From : Pelican Educational Foundation, Inc.

Dear members of the State Board of Elementary and Secondary Education,

This letter is to confirm that the Pelican Educational Foundation board commits to donate upto \$10,000 to be used during startup and for the initial operation expenses of the proposed Pelican Math and Science Schools.

Please feel free to contact Dr. Tevfik Kosar at (225) 650-5508 regarding the details of this donation.

Best Regards,

Dr. Tevfik Kosar, President

Pelican Educational Foundation, Inc.

# FINANCIAL STATEMENT

Pelican Educational Foundation, Inc has been recently established and has not completed its first fiscal year (which will be completed on June 30<sup>th</sup>, 2007). For this reason, we do not have any audited or unaudited financial statements, any audit reports, any credit reports, or any IRS 990 forms filed available at this point.

The only revenue of the Pelican Foundation so far has been the donations from the board members to cover the expenses for the Charter School application process. There has been no other revenue, expenses, or any other cash flows to or from the Foundation.

# **FACILITIES**

43. Describe how the identified school site will accommodate the school at full capacity for a five-year period. If the identified site will not accommodate the school at full capacity for a five year period, describe plans to meet full capacity space needs.

The following schools, from the list provided by RSD, are selected as potential sites. All of these buildings can cater for the projected enrollment numbers. Nevertheless, modular buildings will be utilized if necessary.

| School Name                       | SQF     | <b>Desired Capacity</b> |
|-----------------------------------|---------|-------------------------|
| Walter Cohen Sr. HS               | 131,794 | 600                     |
| John F Kennedy Sr. HS             | Modular | 600                     |
| Penny Williams Middle High School | Modular | 600                     |

- 44. If the identified site is not an RSD facility or a local school board-owned facility, provide the following details regarding the proposed facility:
  - a. The facility's physical address;
  - b. The layout, including its square footage;
  - c. The number and size of the classrooms, common areas, recreational space, restrooms, any community facilities, and any other facilities;
  - d. Evidence that the proposed facility can be secured (i.e., letter of intent, memorandum of understanding and/or contract); and
  - e. Describe the potential renovation needs to ensure compliance with applicable building and/or occupancy codes and to make the facility ready for school operations. Include a budget that identifies the estimated cost of such renovations and revenues that will be used. Also, include a project timeline and person(s) responsible for overseeing the renovations.

Since the identified site is an RSD facility this question is not applicable.

FACILITIES Page 639

# 1. Documents about partnering with Dr. Roberts:

August 21, 2006

Dr. Tevfik Kosar Board President, Pelican Foundation 1324 Rue Desiree Baton Rouge, LA 70810

Dear Dr. Kosar,

I enjoyed meeting with the representatives of Pelican Foundation listening to your ideas about the proposed Pelican Charter Schools. I believe the partnership we discussed between Pelican Foundation and that extends the work I am doing in the Algiers Charter Schools through Save the Children will be equally beneficial to your students.

I have been working with Save the Children and International Rescue Committee since November, 2005 conducting workshops for victims of Hurricane Katrina in and around New Orleans and Baton Rouge, Louisiana. One of my latest grief workshops with students from Algiers Charter Association was conducted in May 2006. This project is called "Saving Children in Crisis" and is funded by Save the Children. Details of this project are attached to this letter.

Upon approval of Pelican Charter Schools, I am willing to do same kind of project for your students as well. I understand Pelican Foundation is willing to allocate funds for these types of services and I will be glad to make inquiries with Save the Children for additional or matching funding.

I understand your concerns about students traumatized by the hurricane, especially those whose family situations remain traumatic. Therefore, I look forward to serving your students and faculty in this respect. I have attached my CV and other documents referring to my experiences and will be glad to sit down with you soon to discuss details and schedules.

Respectfully,

# Robert E. Roberts

Robert E. Roberts DDS,PhD,MSW Exec. Director, Project Return 51 Yosemite Dr. New Orleans LA 70131-8619 (504) 452-5585 The Reason why Dr. Roberts was selected:

Pelican Foundation is pleased to have partnership with Dr Robert E. Roberts, Executive Director, Project Return. He has been working with kids for long years and he has a very good reputation doing so. Pelican Foundation will partner and work with Dr. Roberts about the students traumatized by the hurricane, especially those whose family situations remain traumatic. Therefore, we look forward to have him serve our students and faculty in this respect. The reason why we choose Dr. Roberts is clearly understandable from his work history.

As "**Project Return**", Dr. Roberts has been working since 1993 to break the cycles of crime sensibly and without further harm using a revolutionary program. He uses storytelling, myth, ritual, and poetry to help ex-offenders re-enter life outside of prison. Utilizing Community Building as the central and critical activity, Project Return has demonstrated dramatically lowered rates of recidivism to prison for offenders with the highest risk factors for return relapse into drugs, crime and violence, and for many years was the only privately operated prisoner reentry program to be funded by the US Department of Justice. The program has been the subject of a documentary film, Road to Return, and has garnered widespread media attention, including front page articles in the NY Times and Los Angeles Times and a National Public Radio feature.

Recently, he has initiated a new program called "Saving Children in Crisis: Strengthening Teens through Community Building and Drama". The goal of this program is to create a replicable process for the recovery and transformation of distressed teenagers in disaster-affected areas, such as New Orleans in the aftermath of Hurricane Katrina, through building the bonds of community, remembering and strengthening their own gifts and resources for resilience, and expressing their gifts through drama.

The **expected outcomes** for youth participating in this innovative program were:

- 1. A sense of self-esteem and empowerment.
- 2. A sense of strengthened community and relationships.
- 3. Improved health.
- 4. Improved academic achievement.
- 5. Lowered truancy and drop-out rates.
- 6. Decreased school violence.
- 7. Attainment and enhancement of skills in creative arts.
- 8. A sense of a hopeful future.

The project utilized a replicable and accessible curriculum with a proven track record for displaced and non-displaced at-risk youth in schools and living communities outlining a process in **three phases:** 

- Community Building Workshop to build bonds of trust, respect and compassion for the recognition, expression, and release of grief in order to affect closure to traumatic events and move on to remembering one's unique "gift" and purpose for bringing that gift to the world and community.
- 2. **Dramatic Expression of Gift & Purpose** to provide a creative outlet and voice to relevant social issues in the lives of youth and build new skills and knowledge in the dramatic and literary arts. Creation of dramatic piece(s) will build on narratives and themes central to the experiences of youth shared in the community building process. When possible, to perform the dramatic piece(s) in local community venues providing opportunities for youth in the program to engage in dialogue with other at-risk youth and their caregivers.
- 3. **Dissemination and Replication of Process** to offer training in the facilitation of the Community Building process and a how-to manual on the elements of community building, to make the process accessible and sustainable to any community where it is needed.

The further details of the program can be found in the attached document titled "Saving Children in Crisis: Strengthening Teens through Community Building and Drama".

Upon approval of Pelican Charter Schools, he is willing to apply the same or similar program for your students as well. He has been told to apply for funding from **Save the Children** for this type of programs anytime he has the opportunity. Therefore, he may even be able to offer these services to Pelican Foundation free of charge with a grant of Save the Children.

He understood our concerns that there will be students traumatized about Hurricane and even more their family situations. Therefore, he would love to serve to your students on this respect.

He will be helpful to Pelican Foundation students and staff on community building as well. His PhD is in Curriculum and Instruction has an emphasis on Social Foundation, Cooperative Learning & Group Process. My dissertation was on Community Building, Group Process Intervention Techniques. Therefore, as we discussed, he can closely work with Pelican Foundation members to form a well established community.

We believe this partnership will be very beneficial to both sides, and especially to the New Orleans students.

His Resume, and Saving Children in Crisis is attached.

# ROBERT E. ROBERTS

51 Yosemite Drive New Orleans, Louisiana 70131 (504) 452-5585

### **Curriculum Vitae**

# **Education**

| 1987 - 1991 | PhD in Curriculum and Instruction                                     |
|-------------|---|
|             | Louisiana State University, Baton Rouge LA                            |
|             | Emphasis: Social Foundations, Cooperative Learning, & Group Processes |
|             |   |
|             | Dissertation: "The Effects of Community-Building Group-Process        |

Intervention Technique On Reading Performance Among Inmates In A Medium Security Prison" [see: *Journal of Offender Rehabilitation*, Vol. 20 (3/4), 1994]

1985 - 1987 Master of Social Work, Louisiana State University, Baton Rouge LA Emphasis: Administration, Group Process, and Addictions

Thesis: "The Psychology of Temporomandibular Joint Pain/ Dysfunction Syndrome (TMJ) and Facial Pain"

- 1964 1968 Doctor of Dental Surgery, Loyola University, New Orleans LA
- 1961 1964 Undergraduate Pre-dental Curriculum, Louisiana Polytechnic University, Ruston LA

# **Professional Experience**

- 2001 2004 President Project Return of Louisiana, Inc. and Author of MY SOUL SAID TO ME, An Unlikely Journey Behind the Walls of Jutice, HCI Books, Inc., 2003
- 1997 2001 Executive Director of Center for the Prevention of Crime & Violence, & Clinical Assistant Professor, Community Health Sciences, Tulane University Medical Center, School of Public Health & Tropical Medicine

#### Robert E. Roberts, Curriculum Vita, page 2

| 1995 – 1997 | Director of Tulane University Project Return, & Clinical Assistant<br>Professor, Applied Health Sciences, Tulane University Medical Center<br>School of Public Health & Tropical Medicine  |
|-------------|--|
| 1993 - 1995 | Director of the Offender Reintegration Project, Inc., & Clinical Assistant Professor, Applied Health Sciences, Tulane University School of Public Health & Tropical Medicine   |
| 1991 - 1992 | Completed implementation and transfer of Adult Education and<br>Literacy Program into State Corrections administration   |
| 1989 - 1991 | Author/Director/Principal Investigator of \$830,000 research grant in Curriculum Design, Development, and Evaluation of Cooperative-Learning Techniques  |
| 1987 - 1989 | Independent study for Ph.D. Curriculum in Departments of<br>Psychiatry and Family Medicine, Louisiana State University<br>School of Medicine, Shreveport LA  |
| 1987 - 1989 | Training and collaboration with M. Scott Peck, M.D. in Community Building, a technology that assists groups in goal orientation and achievement, and consensus decision-making through the experience of "community"   |
| 1971 - 1989 | Provider, researcher, lecturer in drug-free treatment of<br>Temporomandibular<br>Joint Pain/Dysfunction Syndrome (TMJ) and Facial Pain in Shreveport/<br>Bossier City LA with staff appointments at Bossier Medical Center<br>and Riverside Community Hospital |
| 1968 - 1971 | Dental Surgeon, U.S.Army Dental Corps, Bamburg, Germany  |

#### **Professional Licenses & Certification**

| 1989 | Licensed Clinical Social Worker                  |
|------|--|
| 1968 | National Board Certification in Dentistry        |
| 1968 | Louisiana State Board of Dentistry Certification |

#### Robert E. Roberts, Curriculum Vita, page 3

#### Other Professional Training & Experience

| 1985 - 1990 | Pain/   |
|-------------|---|
|             | Dysfunction Syndrome (TMJ) and Facial Pain" in professional schools and conferences in the United States and Europe           |
| 1985 - 1987 | MSW Internships in Addictions Treatment and Adolescent Group<br>Psychotherapy at Brentwood Human and Charter Forest Hospitals |
| 1979 - 1981 | Developer of Riverside Community Hospital (102 bed acute-care facility) Bossier City LA                                       |

#### **Professional Presentations & Publications**

| July 2006     | "In the Presence of Ancestors" - Workshop with Malidoma Somé – Asheville, NC  |
|---------------|---|
| May 2006 –    | Conducted grief workshops with student and faculty victims if Hurricane Katrina for Algiers Charter School Association  |
| Apr 2006      | Community building workshop with inmates at Chaney Correctional<br>Center, Milwaukee, WI followed by consultations with Milwaukee<br>Mayor's Office and Milwaukee Police Department |
| Jan 2006      | Community building workshop and consultations with Neighborhood House associations of Milwaukee   |
| Nov 2006      | Bio-Cranial Institute – Practical Training/Certification – Ft. Lauderdale, FL   |
| Nov 2005 thru | Dec 2005 - Lecture series to Neighborhood House associations of Milwaukee on "The Efficacy of Community Building in Re-entry Curricula"   |
| Oct 2005      | Community building workshop with "Prison to Community Bridge" faculty – Hamilton, Ontario, Canada   |

Aug 2005 thru May 2006 - Conducted workshops for and Consulted with International Rescue Committee and Save the Children projects for victime of Hurricane Katrina in and around New Orleans and Baton Rouge, Louisiana Aug 2005 "A Discussion of Violence – Modern vs. Indigenous Perspectives" – International Prison Chaplains Association – Cornwall, Ontario, Canada Robert E. Roberts, Curriculum Vita, page 4 Community Building Workshop – "The East Coast Village" gathering – Aug 2005 Cherry Plain, NY June 2005 "Stories of the Soul" - Workshop with Malidoma Somé – The Crossings at Austin TX Screening of "Road to Return" & Lecture – WNET PBS NY & 4<sup>th</sup> May 2005 Universalist Society of NY Apr 2005 "The Insistence of the Soul" – Workshop with Malidoma Somé – Asheville NC Mar 2005 "An Evening of Storytelling" - Woodstock Opera House - Woodstock IL Mar 2005 Violence – A Public Health Issue - Lecture at Harvard University School of Law Creative Writing Workshop & Lecture – State University of New York -Mar 2005 Albany Nov 2004 Creative Writing Workshop & Lecture - State University of New York -Albany Nov 2004 Class presentation on an Indigenous Perspective on Violence – Harvard University, Kennedy School of Government Interview with National Public Radio's Mainstream Media host Mark Jul 2004 Sommer on Juvenile Justice in America Presenter to Conference of Professionals in Pretrial Services on Juvenile Jul 2004 Justice, New Orleans, LA Jul 2004 Presenter to meeting of Association of Substance Abuse Providers & Professionals (ASAPP), New Orleans, LA

| Jun 2004 | Panel Discussion at Harvard University screening of "Juvies," a documentary film on Juvenile Justice Issues in America, Boston MA |
|----------|---|
| Jun 2004 | Presenter at Center for Justice Conference on Prisoner Reentry Programs, Blairhaven Center, Duxbury, MA                           |
| Apr 2004 | Presenter at GEL Business Conference, New York, NY  |
| Apr 2004 | Interview Wisconsin Public Radio with Jean Feraca University of Wisconsin, Madison WI   |

#### Robert E. Roberts, Curriculum Vita, page 5

| Mar 2004  | Community Building Workshop leader for Kairos Conference, Gulf Shores, AL   |
|-----------|---|
| Jan 2004  | Interview Washington Public Radio with Donna Siebold, Seattle WA  |
| Dec 2004  | Consultant to Gov. Kathleen Blanco transition team, Baton Rouge, LA   |
| Nov 2003  | Consultant at United Nations to Youth Justice Planning Committee, New York, NY  |
| Nov 2003  | Presenter - Christian Children's Fund Tri-Annual Conference on Children of Poverty, Washington, DC  |
| Jun 2003  | Presenter – Book Expo America, Los Angeles  |
| May 2003  | Consultant to Christian Children's Fund on " <i>TheGift</i> ," a story for children of poverty world-wide   |
| Mar 2003  | Publication of MY SOUL SAID TO ME – An Unlikely Journey Behind the Walls of Justice, Health Communications, Inc. – A memoir.  |
| Sep 2002  | Annual Minnesota Men's Conference presenter, Sturgeon Lake,<br>Minnesota  |
| Aug 2002  | Continuation of study and training in indigenous rites of passage and culture, Malidoma Somé, Ph.D. instructor, Ouagadougou, Dano and Bobo Djiulasso, Burkina Faso, West Africa |
| July 2002 | Presenter to Annual Conference of National Assn. Of Counties on prevention of recidivism through reentry support  |

| Mar 2002                | Workshop presentation Annual Conference of American Group<br>Psychotherapy Assn., New Orleans, Louisiana  |
|-------------------------|---|
| Jan 2002                | Continuation of training in indigenous rites of passage and culture,<br>Malidoma Somé, Ph.D. instructor, Ouagadougou, Burkina Faso, West<br>Africa                        |
| Dec 2001                | Community Building Workshop leader, Lafayette Parish Sheriff's Office,<br>Lafayette, Louisiana  |
| Sep 2001                | Annual Minnesota Men's Conference presenter, Sturgeon Lake,<br>Minnesota  |
| Aug 2001                | Lecture to New Orleans Kiwanis Club on Prisoner reentry and prevention of recidivism  |
| Robert E. Ro            | oberts, Curriculum Vita, page 6   |
| July 2001               | Presenter Annual FCE Community Continuity Conference, Guelph, Ontario, Canada   |
| May 2001                | Presenter to Indianapolis Interfaith Prison Conference on Prisoner Reentry Issues, Indianapolis, Indiana  |
| Mar 2001                | Presentation on Grief Work and Community Building, Psychiatry Grand<br>Rounds, Tulane University Medical Center   |
| Jan 2001                | Study and training in indigenous ritual and rites of passage of youth into responsible adulthood, Malidoma Somé, Ph.D. Instructor, Ouagadougou, Burkina Faso, West Africa |
| Nov 2000                | Presenter American Public Health Assn. Annual Meeting & Exposition, Boston, Mass.   |
| Sep 2000                | Annual Minnesota Men's Conference presenter, Sturgeon Lake,<br>Minnesota  |
| July 2000               | Lecturer at Community Continuity Conference by Foundation for Community Encouragement – Guelph, Ontario, Canada.  |
| May 2000<br>Washington, | Lecturer - Police Executive Research Forum National Conference, DC  |
| Apr 2000                | Address Louisiana Judicial College Conference on Antecedents,<br>Consequences, and Prevention of Violence, Lafayette, Louisiana   |

| Apr 2000              | Address Oregon Legislature on Prison Aftercare, Salem, Oregon  |
|-----------------------|--|
| Apr 2000              | Presentation of Documentary Film on Project Return at Juvenile Justice Conference, New York, New York followed by screening of documentary at Soros Foundation, New York                               |
| Mar 2000              | Televised presentation on Juvenile Reetry programs, KTCA TV, St. Paul, Minnesota followed by presentation of documentary film on Project Return to Juvenile Justice Conference, Minneapolis, Minnesota |
| Feb 2000              | Presentation to Oregon Department of Corrections and "Transition<br>Project" on Prison Aftercare, Salem, Oregon  |
| Jan 2000 Robert E. Ro | Presentation on Prison Aftercare to Louisiana Legislative Black Caucus, Baton Rouge, Louisiana berts, Curriculum Vita, page 7  |
| Dec 1999              | Presenter, "From Prison to Community – The Interreligious Challenge," World Parliament of Religions, Capetown, South Africa  |
| Nov 1999              | Presentation on Antecedents, Consequences, and Prevention of Violence<br>San Diego State University, San Diego, California   |
| Nov 1999              | Presentation on Prison Aftercare to California Department of Corrections,<br>Sacramento, California  |
| Nov 1999              | Presentation on Violence, Student Body, Southeastern University,<br>Hammond, Louisiana   |
| Oct 1999              | Presentation Prison Aftercare to Minnesota Department of Corrections,<br>Minneapolis, Minnesota  |
| Oct 1999              | Presenter, Buddhist Peace Fellowship Prison Project, Upaya, Santa Fe,<br>New Mexico  |
| Aug 1999              | Mosiac Foundation Mendocino Conference, Presenter, Mendocino,<br>California  |
| Aug 1999              | Louisiana Municipal Black Caucus Conference, Baton Rouge, Louisiana  |
| July 1999             | Plenary speaker Southern States Correctional Association 30th<br>Anniversary Conference, Greenville, South Carolina  |

| Jun 1999 | Presentation on Alternatives to Incarceration and Prison Aftercare to visiting group from University of Brandenburg, Berlin, Germany |
|----------|--|
| Apr 1999 | Presenter on Project Return and Panel Moderator on Prison Aftercare,<br>Annual Conference Bureau of Justice Assistance               |
| Mar 1999 | Panel discussion on Correctional Policy in the United States at Centenary College, Shreveport Louisiana                              |
| Mar 1999 | Lecture to Louisiana Archdiocese and Bishop Tracy Foundation on Prison Aftercare   |
| Mar 1999 | Keynote presenter at U. of Chicago, Theological Institute Conference on "From Prison to Community – Sharing the Vision"              |

#### Robert E. Roberts, Curriculum Vita, page 8

| Mar 1999 | Presentation to annual meeting of Board of Directors of Foundation for Community Encouragement (FCE) on Project Return   |
|----------|--|
| Feb 1999 | Keynote speaker for Annual Teach for America Conference, New Orleans, Louisiana  |
| Jan 1999 | Recipient of American Judicature Society (AJS) 1999 Special Merit<br>Citation in "Recognition of Contributions to the Effective Administration<br>of Justice"  |
| Jan 1999 | Presentation to Kiwanis Club International of New Orleans on<br>Antecedents, Consequences and Prevention of Violence   |
| Jan 1999 | Presentation on Project Return followed by Screening of "Road to Return" documentary film at University of Nevada Las Vegas. Recipient of Honorary Citation from Citizens United for the Rehabilitation of Errants of Nevada (Nevada C.U.R.E.) |
| Dec 1998 | Presentation on Project Return to Judiciary Committees of Louisiana State Senate   |
| Nov 1998 | Presentation on Project Return to New Orleans Broadcasters Association,<br>Don Cooper, Host  |
| Nov 1998 | Presentation on Project Return and screening of Documentary film "Road to Return" to Department of Corrections officials in the States of Vermont  |

| Project Return within their correctional systems                        |
|---|
| Presentation on Alternatives to Incarceration and Prison Aftercare to   |
| visiting group from Citizens Participation for Crime Prevention, Mexico |
| City, Mexico, headed by Messrs. Ricardo Hernandez, Program Director of  |

Entrepreneurial Linkages and International Affairs and Carlos Salazar

and New Hampshire followed by panel discussion on replication of

Sept 1998 Presentation on Juvenile Corrections Aftercare to Minnesota Department of Corrections, Red Wing, Minnesota, Mr. Timothy Young moderating.

Aug 1998 Presentation on Prison Aftercare to visiting members of Canadian Ministry of Attorney including Deputy Attorney General Maureen A. Maloney

Jul 1998 Plenary speaker at Foundation for Community Encouragement's (FCE) annual Community Continuity Conference, Seattle, WA

#### Robert E. Roberts, Curriculum Vita, page 9

Asst. in International Affairs

Nov 1998

| Jun 1998 | New Orleans Premiere of "Road to Return"  |
|----------|---|
| Jun 1998 | Los Angeles Premiere of "Road to Return," a one-hour documentary film on Project Return by Chance Films, Inc., Santa Monica, CA. Premiere screened at Simon Weisenthal Center, Los Angeles and followed by panel discussion |
| Apr 1998 | Radio talk show interview WSMB on Crime Watch sponsored by Citizens and Victims Against Crime   |
| Apr 1998 | Presentation on Prevention of Crime and Violence at New Orleans Rotary<br>Club Meeting  |
| Apr 1998 | Presentation on Treatment of Post-Traumatic Stress Disorder From Prison Violence and Rape, Annual Conference for National Organization of Forensic Social Work and National Council of Juvenile and Family Court Judges     |
| Apr 1998 | Plenary speaker on Antecedents, Consequences, and Prevention of Violence, Annual Conference for National Organization of Forensic Social Work and National Council of Juvenile and Family Court Judges                      |
| Mar 1998 | Keynote presenter at U. of Chicago, Theological Institute Conference on "From Prison to Community – The Interreligious Challenge"   |

| Jan 1998  | Yearly Award from New Orleans' Metropolitan Crime Commission for<br>"Extraordinary Contributions in Crime Fighting"                               |
|-----------|---|
| Dec 1997  | Appreciation award from New Orleans City Council and R.E.A.L. for "Outstanding Community Contributions"   |
| Nov 1997  | Presentation on Prevention of Violence at Preventive Medicine Seminar,<br>Tulane University, School of Medicine                                   |
| Nov 1997  | Conduct three-day Workshop on "Community Building in Prison<br>Aftercare" at University of Arizona, School of Public Health                       |
| Oct 1997  | Conduct three-day Workshop on "Community Building in Prison<br>Aftercare" at University of Tennessee-Chattanooga                                  |
| Sept 1997 | Presenter, Thirteenth Annual Minnesota Men's Conference, Moose Lake, MN, with Robert Bly, Dr. Robert L. Moore, Martin Prechtel, and Miguel Rivera |

#### Robert E. Roberts, Curriculum Vita, page 10

| Sept 1997           | Awarded "Role Model of the Year" by Young Leadership Council of New Orleans  |
|---------------------|--|
| Dec 1996            | Presentation on Development of Prison Aftercare Program at University of Tennessee Department of Criminal Justice and Dismas House   |
| Nov 1996            | Presentation on Development of Prison Aftercare Program at University of Arizona, School of Public Health  |
| Sep 1996            | Presenter, Twelfth Annual Minnesota Men's Conference, Moose Lake, MN, with Robert Bly, Dr. Aaron Kipnis  |
| Apr 1996            | Presenter, The Challenge of Spiritual Leadership for Men Today, CG Jung<br>Society of New Orleans  |
| Jan 1996<br>Orleans | Presenter, Violence and the Male Archetype, CG Jung Society of New   |
| Nov 1995            | Facilitator, Approaching the Year 2000: Changes, Challenges & Choices for Today's Criminal Justice System, BJA National Conference, Atlanta Georgia session on <i>Ten Years of Innovation: Pioneering BJA Programs</i> |

| Sept 1995 | Presenter, Mentors, Youth, & Elders: Meeting at the Crossroads,<br>Mosaic Midwest Multicultural Conference, Chicago IL, |
|-----------|---|
| Sept 1995 | Presenter, Eleventh Annual Minnesota Men's Conference, Brainerd MN,   |
| Apr 1995  | Presenter, New Orleans Chapter Board of Directors of Executive Women<br>International                                   |
| Jun 1995  | Presenter, Violence and the Masculine, Intl. Transpersonal Association's 14th International Conference, Santa Clara CA  |
| Mar 1995  | Presenter, Mentors, Youth, & Elders, Mosaic Multicultural<br>Foundation Conference, Los Angeles California,             |
| Nov 1994  | Presenter, The Faces of Violence, The Louisiana Group Psychotherapy   |
| Society   | & the National Association of Social Workers, Baton Rouge LA  |
| Sept 1994 | Instructor, Minnesota Multicultural Men's Training Conference for Group Leadership, Brainard,                           |
| Minnesota | Conference for Group Leadership, Bramard,   |

#### Robert E. Roberts, Curriculum Vita, page 11

| Sept 1994   | Roberts, Robert E., E.H. Cheek, & R.S. Mumm, "Group intervention and                                       |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|--|
| Sept 1994   | consultant, Training Program in Community Building Workshops,<br>Austin Public School System, Austin Texas |  |  |  |  |  |  |  |
| Dec 1993 Presenter at Association of Schools of Public Health Conference on Violence as a Public Health Issue, Washington, DC |  |  |  |  |  |  |  |  |
| Sept 1993 Instructor, Minnesota Multicultural Men's Training Conference for Group Leadership, Brainerd                        |  |  |  |  |  |  |  |  |
| Minnesota   |  |  |  |  |  |  |  |  |
| May 1993  | Leader of Community-Building Workshop, New Orleans Men's Center Conference, Hattiesburg                    |  |  |  |  |  |  |  |
| Mississippi   | mons comor completely, names and   |  |  |  |  |  |  |  |
| June 1993   | Community-Building Multicultural Workshop Leadership   |  |  |  |  |  |  |  |
| Apr 1990  | Lecturer, The Psychology of TMJ/Facial Pain, New Orleans Dental Society, New Orleans LA                    |  |  |  |  |  |  |  |

| Nov 1989                                 | "The Psychology of TMJ/Facial Pain," sponsored by<br>Northshore Psychiatric Hospital, Slidell LA   |
|--|--|
| Oct 1988                                 | "The Group Process in the Classroom," Tenth Bergamo Conference   |
| Apr 1988                                 | Personal Growth workshop series, Lifestyles, sponsored by<br>Charter Counseling Center, Shreveport LA  |
| Mar 1988                                 | "A Holistic Approach to TMJ/Facial Pain," Thomas P. Hinman<br>Dental Meeting, sponsored by Fifth District Dental Society of Georgia,<br>Atlanta GA |
| Oct 1987                                 | "TMJ/Facial Pain," Tennessee Dental Association Annual Conference  |
| Sept 1987<br>Meeting of<br>Hot Springs A | "A Psychotherapeutic Approach to TMJ/Headache," 1987 Annual Arkansas Council of Community Mental Health Centers, AR                                |
| Aug 1987<br>Robert E. Ro                 | "Effective Parenting," Charter Counseling Center, Shreveport LA berts, Curriculum Vita, page 12  |
| June 1987                                | Presenter, "A Psychotherapeutic Approach to TMJ/Headache," 93rd Annual Conference of American Dental Society of Europe, Interlaken, Switzerland    |
| Apr 1987                                 | "Where Does Stress fit in the TMJ Puzzle?", Louisiana Academy of<br>Continuing Dental Education, LSU School of Dentistry, New Orleans LA           |

#### SAVING CHILDREN IN CRISIS

#### A PROJECT OF

#### SAVE THE CHILDREN

#### The Initial Workshop

What seemed to be lacking in many of rescue efforts following Hurricane Katrina was the opportunity for victims to gather together and share their suffering, to have it recognized and acknowledged by their "village" and by the "world." In the context of indigenous cultures, it is the lack of such acknowledgement that turns our suffering inward and makes it grow larger. Eventually, a series of "grief workshops" for high school students in New Orleans and Baton Rouge was funded by Save the Children. They involved facilitating a safe environment in which to build bonds of trust, respect and compassion for the expression, recognition and release of sorrow and grief from the horrific occurrences of this great storm. Until the time of this project, the general instructions to these students had been to simply "get over it, and move on." This, of course, would induce their suffering to erupt, eventually, into what psychologist, Thomas Moore, refers to as the "monstrous forms of grief" - depression and rage.

Consequently, these were some of the most difficult workshops in this provider's 17 years of this kind of work. For the first 14 hours of group process in the initial gathering, my colleagues and I listened to and observed little more than rageful language and behaviors from the student participants. Their animosity was acted out as a constant flow of walking out during sessions, a refusal to cooperate with facilitators or to follow guidelines to community building.

But, when at long last, they sensed that we were not going to give up on them and that the circle had become safe enough to bring out their stories, they opened virtual "flood gates of sorrow." The final evening session was filled with tears, and lasted three hours and 45 minutes without a break, ending at near-midnight, and only then because we stopped them in order to get some badly needed sleep before the next day's small-group activities.

From their stories, we realized that Hurricane Katrina was simply a massive extension of a lifetime of crises and trauma accompanied by poverty, social marginalization and the failures of a corrupt government and school system. We already understood academically that this system, while offering the "gifted students" of New Orleans advanced curricula at magnet schools, sends a covert message to "the others," that they are not gifted – that they have nothing to offer.

For this reason, on Sunday morning, Malidoma Somé, Ph.D., of the small African country of Burkina Faso, joined the circle with a message from the indigenous world – that they had been "deceived." He told them of his people's vision that each of us matters because each person who comes to this life comes with a purpose to fulfill - a

unique gift to offer the "village" which only each of us can give. It is this gift, he told them, that encompasses who we truly are.

To complete the third day, the participants split into smaller groups and created skits to perform before the larger group that reflected what they had experienced and learned during the time they had spent together. Four of the five skits were about their gifts.

From these skits, Mr. Spencer Howard and Mr. Ron Russell proceeded with Phase II of the project in creating the theatrical drama, *Remembering the Gift*, performed on May 8<sup>th</sup> at Louisiana State University's Palace Theater. It was a rousing success and there are plans to reproduce the play in video format so that it can be distributed to students throughout the state.

#### What Did We Learned?

Hurricane Katrina created a horrifying disaster for New Orleans' citizens that will live on for a decade more. Subsequently, the storm brought responders like Save the Children and its compassion for the suffering of Katrina's younger victims. The creators of this project at HCCS appealed to Save the Children because of their understanding that if no outlet were provided for the expression of the grief being carried by our youth, that depression, academic failure, and even violence were not far away.

But, the stories these young men and women told were for the most part not about their experiences during the hurricane. In fact, only two of them were. One of the students told of loosing the father she loved to the flooding – that the Coast Guard had to fish his floating body from the water that "drowned her neighborhood." The other told us of being separated from her mother during the storm and waiting three months for word of her (keep in mind that during this time she was among those being told to "get over it"). Finally one evening, she received a call that bluntly informed her of her mother's death the day before in a hospital somewhere "in the north" from complications of diabetes.

For certain, these were stories of suffering that needed to be recognized and acknowledged in order for healing to occur. But, the remaining stories revealed that evening were of life-long suffering from parental abuse, neglect, drugs, and violence. At one point, the stories came so rapidly from around the circle, that we could not keep up with their sources.

Hence, Katrina not only uncovered the poverty of New Orleans, but also the horrible suffering that exists within that poverty - suffering that these children had carried inside of them for far too long. Were it not for the hurricane, and were it not for Save the Children's response to the hurricane, this suffering, more than likely, would not have been acknowledged, and those wounds would still be open and festering. And, the impending rage would still be looming just around the corner waiting to land some of these children in prison someday.

If this project has proven anything, it is that there are thousands more stories of human

tragedy among this city's poor that need to be told and attended to before the victims of such poverty can be considered "saved." This researcher/provider is profoundly grateful to Save the Children for the privilege of working with this group of intelligent, courageous, and resilient youth.

#### Saving Children in Crisis

#### Strengthening Teens through Community Building and Drama

"We study our despairing and endangered youth, noting the lack of structures for socialization and the teaching of ethics...and yet we refuse them the tools of art. Tools which teach self-discipline and wonder, which encourage liberty of the spirit and the right to self-definition." -Thulani Davis

#### **Project Goal**

To create a replicable process for the recovery and transformation of distressed teenagers in disaster-affected areas, such as New Orleans in the aftermath of Hurricane Katrina, through building the bonds of community, remembering and strengthening their own gifts and resources for resilience, and expressing their gifts through drama.

#### Objectives for Meeting Outcomes

- 1. Create the space and opportunity for youth to form true community (bonds of trust, inter-dependence and cohesiveness), to be seen and heard, in the midst of profound displacement and disruption of everything familiar.
- 2. Provide a process for youth to realize the unique gift they bring to each other and their larger community, the acknowledgement of which creates an economy of abundance for collective pro-social action.
- 3. Actualize the gift through dramatic expression in small groups building skills of youth in the dramatic arts, giving them a social voice via creative expression of their ideas, conflicts, passions and gifts.
- 4. Offer training to Save the Children counselors in facilitating community building for at-risk youth utilizing existing community resources such as schools and community centers in disaster-affected areas wherever they may be.

#### Outcomes

The expected outcomes for youth participating in this innovative program are:

- 9. A sense of self-esteem and empowerment.
- 10. A sense of strengthened community and relationships.
- 11. Improved health.
- 12. Improved academic achievement.
- 13. Lowered truancy and drop-out rates.
- 14. Decreased school violence.
- 15. Attainment and enhancement of skills in creative arts.

#### **Project Overview**

The project will utilize a replicable and accessible curriculum with a proven track record for displaced and non-displaced at-risk youth in schools and living communities outlining a process in three phases:

- 4. **Community Building Workshop** to build bonds of trust, respect and compassion for the recognition, expression, and release of grief in order to affect closure to traumatic events and move on to remembering one's unique "gift" and purpose for bringing that gift to the world and community.
- 5. **Dramatic Expression of Gift & Purpose** to provide a creative outlet and voice to relevant social issues in the lives of youth and build new skills and knowledge in the dramatic and literary arts. Creation of dramatic piece(s) will build on narratives and themes central to the experiences of youth shared in the community building process. When possible, to perform the dramatic piece(s) in local community venues providing opportunities for youth in the program to engage in dialogue with other at-risk youth and their caregivers.
- 6. **Dissemination and Replication of Process** to offer training in the facilitation of the Community Building process and a how-to manual on the elements of community building, to make the process accessible and sustainable to any community where it is needed.

#### Background of the Problem

Teenagers in crisis from the devastation of Hurricane Katrina or any other disaster are subject to an increased risk for violence, drug abuse, marginalization and failure by the school/social system. Some have extensive prior histories of life crisis and trauma in addition to traumatic evacuations from natural and man-made disasters, and face the ongoing stress of displacement and integration into unfamiliar living environments where they often encounter resentment and isolation. Layered upon existing life challenges and poverty, the devastation to the lives of adolescents wrought by catastrophe is an extraordinary event requiring extraordinary intervention. Studies of youth exposed to extreme events have shown that attempts to focus solely on academics and discipline, ignoring the emotional distress and grief from loss and upheaval, is doomed to result in academic failure, school drop-out and violence. (Delaney-Black, et al, 2002; Grogger, 1997; Hurt, 2001)

Health and well-being are inextricably linked to education. The protection, education and health of our students can only be realized in an environment of empowerment and social voice for advancing public policy around school-based programs. The "usual solutions" have proven to fail young people, evidenced by the illiteracy, poverty of life skills, violence and incarceration of youth in both poor rural and urban areas. The outcome is

clearly illustrated by the population of prisons: Residents in penitentiaries across America can read on average at the fourth/fifth grade level. (Roberts, 1994) Many of these are youth who were failed by inadequate public school system, as their talents could not be recognized and acknowledged there.

The realities of catastrophic events often include a devastated school system. With their facilities in shambles, school administrators and faculties, themselves in crisis, remain under pressure by federal and state mandates for academic achievement as the sole indicator of quality education, requiring them to marginalize or even ignore the critical issues of revitalization amidst ongoing poverty, violence, disenfranchisement and disempowerment, all of which impede academic success. It is often that such disorder gives rise to hopelessness and escalated rates of teen suicide among youth at particular risk.

Our youth are in need of innovative solutions that recognize and foster their unique gifts and provide the critical safety net for their success in life and academics. A central theme of this project is the realization that youth are not "the problem" – rather, **our youth are the greatest resource to their own recovery and the restoration of our school systems**. The idea of recovery recognizes that everything we need for health, well-being and the fulfillment of purpose is already within us.

This project engages youth and adults into specifically addressing critical, real-life issues and working together for positive action, the development of problem-solving and life skills and creation of alternatives to violence. Through the formation of a true community in which giftedness and purpose in life are recognized and acknowledged, this innovative solution provides outlets for creative expression of fears, hopes and dreams along with other community-building interventions (see Appendices I & II) with a proven track record in crisis intervention in diverse settings that include churches, corporations, city councils and international arenas. (Roberts, 1994)

In a relatively short period of time, community building, while emphasizing the value of each individual, facilitates a group of people into becoming a cohesive, mutually supportive working group. Therefore, a "true community" can be defined as a group of people that, in spite of the individual differences in their backgrounds and experiences, have been able to overcome and accept their differences, and are able to communicate openly and honestly and to work effectively together for their own common good.

Through community building, participants learn to:

- · Communicate in new ways
- · Deal with difficult issues
- · Welcome and affirm diversity
- · Bridge differences with integrity
- · Relate with compassion and respect.

#### Expertise of the Partners

Robert E. Roberts, D.D.S., Ph.D., M.S.W., lives in New Orleans and was formerly a dentist and clinical professor at the Tulane School of Public Health and Tropical Medicine. At Tulane, he founded Project Return, an internationally recognized prison reentry program aimed at breaking the cycles of crime and violence. He is an authority in Community Building, a process which has a proven track record in crisis intervention in diverse settings in the U.S. and internationally.

Utilizing Community Building as the central and critical activity, Project Return has demonstrated dramatically lowered rates of recidivism to prison for offenders with the highest risk factors for return relapse into drugs, crime and violence, and for many years was the only privately operated prisoner reentry program to be funded by the US Department of Justice. The program has been the subject of a documentary film, Road to Return, , and has garnered widespread media attention, including front page articles in the NY Times and Los Angeles Times and a National Public Radio feature. Memoirs of Roberts' journey into the darkness of our prison system are to be found in My Soul Said to Me: An Unlikely Journey Behind the Walls of Justice (HCI Books).

Dr. Roberts has extensive experience working with at-risk youth in Community Building and ritual initiation. He conducted community building workshops for children of poverty in Federal Housing Projects of New Orleans from 1995 to 2001, the same population severely impacted by the hurricanes. In 2003, he directed a summer-long program of training in community-building leadership with staff and youth inmates at Los Angeles County's Central Juvenile Hall where over 3,000 children were warehoused awaiting trial or transfer to permanent facilities. He also served as an adult mentor and facilitator in a special program for teenage gang members from South Central L.A. and Oakland in ritual initiation, grief, and violence prevention and rehabilitation.

Dr. Roberts is much in demand for his lectures and community building workshops across the country, including presentations to the Harvard University Law School and John F. Kennedy School of Government and the National Conference of the American Group Psychotherapy Association.

Malidoma Patrice Somé, Ph.D is an exceptionally gifted leader, teacher, healer, diviner, medicine man and spiritual elder of the Dagara tribe of West Africa. Bringing indigenous African wisdom and ancient traditions to the West, he has developed initiation rituals and provided mentorship for at-risk youth in the U.S., including gang members from inner cities from L.A. and urban orphaned youth in Detroit. He has served as consultant and mentor to Project Return helping African American offenders reunite with their African ancestry, build community with each other and learn alternative responses to adversity other than crime and violence. Dr. Somé is a sought after speaker and leads workshops

and events throughout the world. He has written three books: his autobiography, *Of Water and The Spirit, The Healing Wisdom of Africa*, and *Ritual: Power Healing and Community*. He has earned three masters and two Ph.D. degrees, the first from the Sorbonne and the second from Brandeis University.

Save the Children has extensive experience in support to children in crisis-affected areas throughout the world through programs providing education, protection and psychosocial support. They have reached over 3,000 children impacted by the hurricanes in LA and MS Gulf Coast, including children in East Baton Rouge parish, with a specialized program of psychosocial structured activities. They have also provided support and grief recovery to teachers and other child caregivers to enhance effective learning environments for children. An innovative program of community-building and drama work among youth is consistent with their mission of recovery and empowerment for children, youth and caregivers.

#### **Proposed Pilot Project**

The overall intentions of the project include not only that students discover (a), a way of finding closure to their suffering, and (b), the idea that each of them bears a unique gift to offer the world, but also (c), through the medium of drama, to create an expression of their experiences in community building and the remembrances of their giftedness.

#### **Community Building Workshop**

The initial community building workshops will be facilitated by seasoned professionals who are skilled at creating an environment safe enough for any type of group to speak openly about themselves and their life experiences such as poverty, violence, molestation or neglect and discover how to bring closure to the pain and suffering that resulted from them. Dr. Roberts and one or two other experienced colleagues (depending upon group size) will facilitate these workshops until more Save The Children counselors have completed facilitation training. At least one workshop should be conducted specifically for the Save the Children workforce, not only for the benefits derived from the experience, but to identify those who will become trainees in the next workshop(s).

The community building workshops should be conducted at a site away from school grounds in order to provide a safe, neutral space for youth to come together. The workshop will be conducted over two-and-one-half or three (optional) consecutive days as follows:

#### Days One & Two

Participants and community building facilitators will gather in a circle for two full days (8:30 a.m. to 4:30 p.m.) for the sole purpose of building a community together. In this experiential process, the group is expected to find its way through inevitable and predictable stages of group process with the guidance of the facilitators. The facilitators are constantly present to inform the group when it has embarked onto a pathway that does

not lead to community or when it is regressing into earlier stages. The **outcomes** of these two days for participants will be closure to traumatic events in their lives, and to the shame that is often connected to trauma, a concept of their individual giftedness towards leadership and a profound understanding of the power of the community they have built. Through community building, participants will have experienced new ways of communicating, dealing with difficult issues, welcoming and affirming diversity, bridging differences with integrity, and relating to each other with compassion and respect.

#### **Day Three**

The **third day** of community building typically ends at midday, but a full day can be utilized. It focuses on the realization of giftedness and transitioning the community to collective expression of their gifts and uniqueness. Building on the principle of the gift and the idea that, as children, we "forget" who we are and why we are here, participants will break into smaller groups to complete several tasks:

- 1. Build community within the smaller group using the skills they learned from their experiences in the initial days of the workshop. The facilitators will be on hand to help any group that is having difficulties.
- 2. Look for the giftedness in one another and share what is "seen."
- 3. Share with each other their imaginations, dreams and desires that could be clues to "remembering the gift."
- 4. Create a song, a poem, a sketch or a short skit dramatizing the concept of giftedness and how, in spite of all that has happened to them and regardless of everything they have lost, their gift, their reason for being here, indeed the beauty they came to offer the world has not changed.

An optional full/third day would additionally incorporate the perspective of Dr. Malidoma Somé who will share the vision of his people, the Dagara in Burkina Faso, that each life matters because each person who comes to this life comes with a purpose to fulfill - a unique gift to offer the village which only they can give. It is this gift, they say, that encompasses who we truly are. In our culture, the memory of that purpose, or gift, often becomes lost in a mist of sorrow and suffering from tragic events and trauma endured during childhood, including extreme events such as severe maltreatment, exposure to violence and exposure to the loss, displacement and devastation natural and man-made disasters.

Drumming can also be taught to the students during the full/third day in the local New Orleans area by the renowned African drummer, Luther Gray, as musical background for the songs, dances, poems, and dramatic sketches (drums and other rhythm instruments provided by Dr. Roberts and Mr. Gray).

The community-building phase of the project can be timed to begin around specific events or seasons, acknowledging their cultural importance to the lives and identity of affected youth. The potential for depression, heightened sense of loss of community and

grief increases for displaced youth around such periods. Engaging youth in a process of personal reflection and grief work at such times, for instance, religious holidays, reduces the likelihood of worsened depression and violence, and allows opportunity for commemoration of valued communal celebrations.

Selection of participants can be open to a general population of youth or it can be specific to certain others who may be at relatively higher risk. It can as well be done in a voluntary or assigned structure.

#### Optional One-half Day Event – Mindful/Non-violent Communication

This optional one-half day event can be employed for any of four purposes:

- 1. Under circumstances of continued crisis in which a three-day event is not immediately possible, but immediate intervention is required to reduce the probability of violence or ongoing trauma.
- 2. To relieve fears and reduce the hesitancy and resistance that are often prevalent in the modern world to the idea of expressing grief to others.
- 3. As a follow-up group session to a community-building workshop where the group desires that the experience of "true community" become an on-going one or where additional grief has emerged or trauma occurred.
- 4. To convert potentially violent circumstances into non-violent conflict.

Mindful Communication is a technique of active listening developed from the NVC model of the international movement founded by Dr. Marshall Rosenberg (see Appendix III). It focuses attention on 1) understanding who actually has the problem, 2) the feelings and needs motivating each person, and 3) what actions might best meet their needs—at no one else's expense. It establishes an interdependent learning community designed to encourage students to care about one another and help one another learn, rather than compete for a limited number of rewards—a community where the common goal is to support all students in reaching their objectives

Recognizing that youth will move through the ongoing challenges of rebuilding and recovery, and may begin to cope with long-held difficulties from previous life experience, Dr. Roberts will offer weekly support and guidance to students through an optional ongoing phase of the program. He will also work with the staff of in-school health care centers in assessment and referral of any student in need of individual counseling or other social services (for example, substance abuse counseling, child protective services and so on).

#### O. Perry Walker High School Extended Program

At O. P. Walker High School, we will conduct four community-building workshops before the end of the academic year. Two will involve students and will be held during the first week of April and during the last month of classes in May. The other two will be conducted for the faculty members and will be held consecutively during the first week of June – one for the women and one for men. Other participants may include staff members from Save the Children. From the participating members of the faculty/Save the Children workshops, the facilitators will identify and ask for faculty volunteers and volunteers from Save the Children to attend a 4-day facilitator training workshop to be held during the summer months for which faculty members will receive per diem payments.

The intention of the training is to reduce on-going costs by utilizing existing faculty recourses supported by experienced consultants to conduct community-building workshops with the remainder of the student body of O.P. Walker High School. These workshops will begin with the resumption of classes in the Fall of 2006 and will be provided for every member of the student body. They will be completed prior to the LEAP testing week of March  $19^{th} - 23^{rd}$ , 2007, in order to demonstrate the expected academic outcomes as stated previously.

Lastly, during the first week of the return of the faculty in August, the trainees, along with the remainder of the faculty, will participate in a two-day creativity workshop to set the most creative agenda possible for the coming school year. Utilizing community-building and mindful communication methodologies, this workshop is designed to create fundamental changes in the way the faculty (or any organization) works by acknowledging the problems that exist and by finding ways to engage the power of human yearning, inspiration, and ingenuity within the existing personnel/faculty to resolve them.

#### Evaluation

Outcomes can be measured in tangible ways, through qualitative and quantitative data collected on participants:

- 1. Improved academic performance (i.e., improved scores on LEAP test)
- 2. Improved pro-social and cooperative behavior (i.e., reduced in-school violent incidents)
- 3. Reduced risk behaviors (decrease alcohol and drug abuse)
- 4. Enhance sense of self-esteem and self-efficacy
- 5. Improve leadership and problem-solving skills

Qualitative methods can include gender-matched focus groups with a sample of the participants prior to the start and at the end of the program. Qualitative data is analyzed for emergent themes, and can be used to inform ongoing program improvements and

lessons for future program implementation. Qualitative data includes existing relevant demographic data and health data from academic and disciplinary school records and surveys with youth participants, their parents and teachers. The surveys can be developed based on monitoring and evaluation forms already in use in Save the Children programs, with modifications for relevance to the age and developmental stage of the participating adolescents. Consent forms will be developed for youth and their guardians both for consent to participate in the program, as well as the evaluation study.

## Community Building Budget

|  | Total Exp | enses i | per \ | Worksho | р \$ | 55, | 100.00 |
|--|-----------|---------|-------|---------|------|-----|--------|
|--|-----------|---------|-------|---------|------|-----|--------|

|  | Estimated  |
|--|------------|
| Phase I - Community Building Expenses per Workshop                             |            |
| CB Workshop Facilitation & Setup Activities (Dr. Roberts) - 2 days @ \$400/day | \$800.00   |
| Workshop Facility Rental (3 days)  | \$1,000.00 |
| CB Workshop Facilitators(2) - \$1,000/workshop/facilitator                     | \$2,000.00 |
| Food - Refreshments for breaks & 2-3 lunches                                   | \$1,100.00 |
| Supplies   | \$200.00   |
|  |            |
| Other - Travel & Lodging depending on location                                 |            |
| Total  | \$5,100.00 |

| Optional Activities  |            |
|--|------------|
| Dr. Somé 1-day Workshop on Purpose and Giftedness (add travel)     | \$2,500.00 |
| Luther Gray - Drumming   | \$500.00   |
| Mindful Communication Workshop (1/2-day) \$400 per facilitator (2) | \$800.00   |
| Total  | \$3,800.00 |
| Optional Follow-through Activities                                 | -          |
| Data Collection - Graduate Assistant                               | \$1,000.00 |
| Data Analysis - Dr. Roberts 4 days @ \$400/day                     | \$1,600.00 |
|  |            |
| Total  | \$2,600.00 |

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#### Appendix I

#### **Overview of the Community Building Model**

#### Background

The immediate issue for us in this country is how to bring closure to the pain and suffering that result from the trauma of disasters, both natural and man-made. For such suffering to pass, it must be recognized. The absence of radical and genuine recognition as well as collective acknowledgment compounds suffering and generates in some the "need" for a drug. However, sharing and acknowledgement by others has the power to end the suffering that accompanies the experience of traumatic events. Radical recognition takes place when a community witnesses the hardship endured by a person and the wounds he or she suffered. The open wound shared with and acknowledged by others can heal into a "healthy scar."

Ordeals that *have not* been witnessed or acknowledged are likely to be repeated in some way. The endless progression of unresolved trauma we see in the modern world today is due to the isolationism we practice; our troubles isolated become personalized. In addition, there is a tendency for many to ostracize those who seek to have suffering acknowledged. The psyche of a person who seeks recognition as a way to end the suffering from trauma interprets this ostracism as a sign that the world hasn't noticed. The result is a tendency to repeat the experience in some way in hopes that next time someone will notice.

The Community Building Model provides time and space for the radical and genuine recognition of individual suffering through collective acknowledgement. Through sharing and recognition of grief and suffering, true healing can begin as isolation and the cycle of unresolved trauma and suffering are broken.

#### **Process**

In his book about community building, *The Different Drum*, psychiatrist M. Scott Peck, who also wrote *The Road Less Traveled*, explores the nature of community, which can be recognized, he suggests, by the vulnerability, honesty, and cultural inclusiveness of its participants. Born of a yearning for world peace, Peck's work draws analogies between the ways communities emerge and the dynamics of individual development.

In the Community Building Workshop, participants gather in a circle for two or three eight-hour days with the primary commitment and goal of forming a "true community." The workshop is entirely experiential; that is, the members of the group do not receive instructions on how to become a community or how to behave in a community. M. Scott Peck, MD, author of *The Road Less Traveled* and this group model, reasoned that passive learning, while easy, is almost invariably shallow; experiential learning, on the other

hand, although demanding, is infinitely more profound and rewarding. In accordance with the community-building model, "ground rules" regarding communication and commitment are offered by workshop leaders:

- (a) Each participant is responsible for the success of the task.
- (b) Participants should voice their displeasure within the group-process and share these feelings with the entire group, not to individuals during the breaks.
- (c) The group must commit to "hang in" through periods of anxiety, frustration, doubt, anger, depression and even despair, which may be expected on the way to community.
- (d) The group must be committed to confidentiality.
- (e) Other procedural norms, such as punctuality, the wearing of name tags, and stating one's name prior to speaking, are established by the two workshop facilitators.
- (f) Participants are told by the two workshop facilitators that two of the greatest barriers to communication are speaking when one is not moved to do so and failing to speak when one is so moved.

Next, a story that is a metaphor for community building is read to the circle of participants. This is followed by three minutes of silence. Then the community-building process begins.

Though each group is unique, a pattern of progressive and essential stages in the community-building process is identifiable:

- (a) <u>Pseudo-community:</u> This is characterized by politeness, avoidance of overt disagreement, denying individual differences, beliefs that a "community" already exists, an indifference/ resistance to the goal of building a community, and lack of assertion of feelings. These feelings are often anger and paranoia about being there (non-voluntarily), genuine curiosity and hopeful interest, or fear and confusion.
- (b) <u>Chaos</u>: In this stage, open conflict can be quite apparent with attempts to "heal and convert" others into adopting a particular way of thinking. To end the chaos, some groups will attempt to organize into subgroups or structured discussion, which is incompatible with developing community.
- (c) <u>Emptiness</u>: This stage is the bridge to community. Emptiness refers to the difficult task of letting go of one's barriers to community. These barriers are commonly things such as expectations and preconceptions about the group, prejudices, or the need to fix or control the group or to appear to "have it all together." The experience of recognizing and letting go of these barriers is called "group death."

(d) <u>Community</u>: Once the group has completed the task of emptiness, it enters community. It is during this stage that the dynamics of the group change. Characteristics such as the expression of and respect for individual differences, shared leadership, spontaneity, quietness, joy, commitment to embracing painful realities, and the ability to begin thinking about the health of the group as a whole can emerge.

#### Appendix II

#### **Project Return**

Project Return is the direct result of a three-year in-prison research study that demonstrated the efficacy of a community-building intervention technique in the improvement of reading scores of inmates and as a method for reducing major and minor disciplinary infractions within the institution. The study also examined the issues of employment, violence, and recidivism. Begun in 1989, the research design was developed by Dr. Robert E. Roberts, director of Project Return. Analysis of the data obtained in the experiment supported the effectiveness of the community-building model in producing significantly greater improvement in reading skills and behavior for the treatment group compared to two control groups (Roberts, 1994).

The study also revealed that a major contributing factor to the soaring rates of crime and recidivism in Louisiana was the inability of former convicted offenders to get their lives restarted upon release. Inmate participants had an average sixth-grade reading level; nearly a third were illiterate. In addition to their addictions remaining untreated, many former offenders upon release could not find gainful employment and could not reestablish a functional family environment. Dependence on welfare systems, relapse into substance abuse, and a return to criminal activities were common results. Old patterns were easily reestablished.

In 1993, Dr. Roberts brought Project Return to Tulane University School of Public Health and Tropical Medicine, under the principle that violence, if preventable, should be a public health issue. Through the intervention of community-building and direct service provision for the needs of former offenders in breaking their repetitive cycles of drugs, criminal behavior, and violence, Project Return's goal was to reduce crime without doing further harm.

Project Return was later recognized, and funded, by the Bureau of Justice Assistance as a prison reentry program of proven effectiveness and as a low-cost alternative to incarceration. Initial funding was provided by the New Orleans Business Council and the New Orleans Private Industry Council, and coordinated through Tulane University Medical Center. Project Return currently operates with a dedicated program staff, many of which are former offenders, and provides an integrated service delivery network extensively enhanced by the community-building model.

Concentrating its efforts on those at <u>highest</u> risk for returning to prison, the program seeks to break the cycles of criminal and violent behavior through a process that assists convicted felons in making a successful transition from prison to the community and into employment.

Over 2000 adult and youthful participants, matching the proposed target population, have graduated from the program since 1993. Proof of success had been largely anecdotal until the New Orleans Metropolitan Crime Commission evaluated the effectiveness of Project Return in achieving its primary goal of re-integrating ex-offenders back into the community. The Commission's four-year research study provided empirical evidence of the program's impact, and documented that:

- During the first year, the time when most inmates return to crime, the program intervention maintains an 89.3% success rate, with only one in ten program graduates returning to crime.
- In year one, the recidivism rate for a control group was 37.2%, which is over three times that of the program graduates, which was 10.7%.
- In year two, the failure rate for the control group was 51% double that of the program graduates, which was 24.4%
- Further analysis of the data showed that 40% of all Project Return graduates had originally been convicted of violent crimes, whereas, of those graduates of the program who recidivated over a period of four years, only 6% did so for violent offenses.
- The report concluded, "Project Return is an effective ex-offender re-integration program. The services provided to the program participants enable them to make a more successful transition from prison to the community, compared with similar ex-offenders who do not participate in, or complete, the program. Project Return also appeared successful in reducing recidivism rates when compared with those for ex-offender populations nation-wide. As noted, the recidivism rates, in those studies reviewed, ranged from 24% to 48% one year after release, compared with 10.7% for Project Return."
- Based upon a conservative cost benefit analysis it has been estimated that the program provides a cost savings of over \$20 dollars per year for every dollar that is invested.

## The Pelican Educational Foundation Responses to the SUPPLEMENTAL INFORMATION INQUIRY

The Cosmos Foundation, the education service provider (ESP), is a non-profit (501(c)3) organization and has been operating nine (9) high performance charter schools (Harmony Science Academies) in the state of Texas. Harmony Science Academies are college preparatory schools emphasizing math, science, and computer technologies. Please note that some campuses are established later than others and do not include all grade levels. One grade level per year is added to complete all targeted grade spans for each school.

#### 1. Demographic and socioeconomic data on the student populations:

The following table (Table 1) shows names and locations of all campuses including current grade levels and enrollment as well as final grade span and maximum enrollment.

|   | Table 1 |                                     |                     |                       |                           |                       |                       |  |  |  |  |
|---|---------|-------------------------------------|---------------------|-----------------------|---------------------------|-----------------------|-----------------------|--|--|--|--|
|   | #       | Campus Names                        | Date<br>Established | Current<br>Grade Span | Anticipated<br>Grade Span | Current<br>Enrollment | Maximum<br>Enrollment |  |  |  |  |
|   | 1       | Harmony Science Academy-Houston     | 2000                | 6 thru 12             | 6 thru 12                 | 372                   | 400                   |  |  |  |  |
|   | 2       | Harmony Science Academy-Austin      | 2002                | 6 thru 12             | 6 thru 12                 | 259                   | 400                   |  |  |  |  |
|   | 3       | Harmony Science Academy-Dallas      | 2004                | Pre-K thru 10         | Pre-K thru 12             | 730                   | 800                   |  |  |  |  |
|   | 4       | Harmony Elementary-Houston          | 2005                | K thru 5              | K thru 5                  | 356                   | 450                   |  |  |  |  |
|   | 5       | Harmony Elementary-Austin           | 2006                | K thru 5              | K thru 5                  | 241                   | 450                   |  |  |  |  |
|   | 6       | Harmony School of Excellence        | 2006                | K thru 8              | K thru 12                 | 302                   | 900                   |  |  |  |  |
|   | 7       | Harmony Science Academy-El Paso     | 2006                | K thru 8              | K thru 12                 | 317                   | 800                   |  |  |  |  |
|   | 8       | Harmony Science Academy-Fort Worth  | 2006                | K thru 8              | K thru 12                 | 357                   | 900                   |  |  |  |  |
|   | 9       | Harmony Science Academy-San Antonio | 2006                | K thru 8              | K thru 12                 | 287                   | 900                   |  |  |  |  |
| Г |         | TOTAL                               |                     |                       |                           | 3221                  | 6000                  |  |  |  |  |

The Table 2 summarizes demographics and socioeconomic data for all campuses that are operated by the Cosmos Foundation.

|   | Table 2  |             |               |           |                            |                           |                 |              |                           |                          |  |
|---|----------|-------------|---------------|-----------|----------------------------|---------------------------|-----------------|--------------|---------------------------|--------------------------|--|
| # | Campuses | Male<br>(%) | Female<br>(%) | White (%) | African<br>American<br>(%) | Native<br>American<br>(%) | Hispanic<br>(%) | Asian<br>(%) | Free/Red.<br>Lunch<br>(%) | Total<br>Minority<br>(%) |  |
| 1 | HSA-HOU  | 49          | 51            | 21        | 30                         | 0                         | 37              | 11           | 65                        | 79                       |  |
| 2 | HSA-AUS  | 45          | 55            | 22        | 10                         | 0                         | 61              | 7            | 50                        | 78                       |  |
| 3 | HSA-DAL  | 47          | 53            | 12        | 11                         | 0                         | 73              | 3            | 65                        | 88                       |  |
| 4 | HE-HOU   | 43          | 57            | 19        | 17                         | 0                         | 37              | 26           | 49                        | 81                       |  |
| 5 | HE-AUS   | 48          | 52            | 28        | 20                         | 3                         | 34              | 15           | 36                        | 72                       |  |
| 6 | HSA-HSE  | 48          | 52            | 35        | 7                          | 1                         | 27              | 30           | 22                        | 65                       |  |
| 7 | HSA-ELP  | 51          | 49            | 6         | 3                          | 0                         | 88              | 2            | 75                        | 94                       |  |
| 8 | HSA-FWT  | 46          | 54            | 36        | 23                         | 0                         | 27              | 13           | 44                        | 64                       |  |
| 9 | HSA-SAN  | 47          | 53            | 17        | 5                          | 0                         | 77              | 1            | 54                        | 83                       |  |

### 2. Data on student attendance, retention/mobility, graduation and college acceptance.

Table 3 shows student attendance, mobility and graduation rates. Please note that HSA-Houston is the only campus that had two graduating class. High school graduation rates will be available as campuses complete all grades level.

|   |                 |                              |  | Table 3                                  |                                      |                                      |                      |
|---|-----------------|------------------------------|--|--|--------------------------------------|--------------------------------------|----------------------|
| # | Campus<br>Names | Student<br>Attendance<br>(%) | High School<br>Graduation<br>Rate (2005) | High School<br>Graduation<br>Rate (2006) | College<br>Acceptance<br>Rate (2005) | College<br>Acceptance<br>Rate (2006) | Mobility<br>Rate (%) |
| 1 | HSA-HOU         | 97.8                         | 100%                                     | 100%                                     | 94%                                  | 94%                                  | 11.5                 |
| 2 | HSA-AUS         | 98.7                         | N/A                                      | N/A                                      | N/A                                  | N/A                                  | 19.5                 |
| 3 | HSA-DAL         | 97.9                         | N/A                                      | N/A                                      | N/A                                  | N/A                                  | 16.5                 |
| 4 | HE-HOU          | 97.6                         | N/A                                      | N/A                                      | N/A                                  | N/A                                  | N/A                  |
| 5 | HE-AUS          | 97.2                         | N/A                                      | N/A                                      | N/A                                  | N/A                                  | N/A                  |
| 6 | HSA-HSE         | 98.3                         | N/A                                      | N/A                                      | N/A                                  | N/A                                  | N/A                  |
| 7 | HSA-ELP         | 97.6                         | N/A                                      | N/A                                      | N/A                                  | N/A                                  | N/A                  |
| 8 | HSA-FWT         | 98.1                         | N/A                                      | N/A                                      | N/A                                  | N/A                                  | N/A                  |
| 9 | HSA-SAN         | 96.4                         | N/A                                      | N/A                                      | N/A                                  | N/A                                  | N/A                  |

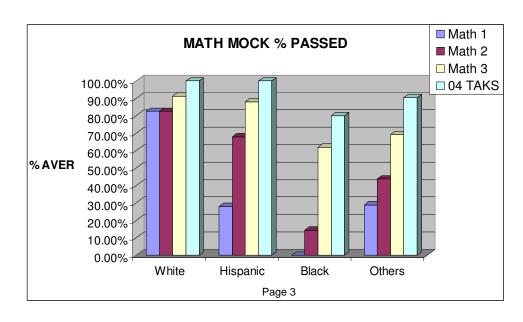
PS. State mobility rate average id 21.1%.

# 3. Disaggregated, longitudinal, student-level achievement data (i.e., individual student growth data). Evaluators are particularly interested in data from schools that are demographically similar to the target population in New Orleans.

Each and every student at HSA is regarded as a unique, valued and vital member of the school community. Individual attention in the form of one-on-one tutoring, intensive counseling and individualized goals is the key to motivating our students. Cooperation with area universities is an effective means toward enhancing the effectiveness of our tutoring system.

The Texas Assessment of Knowledge and Skills, known as the TAKS, is a testing program that Texas requires most of its public school students to take yearly. Its purpose is to measure students' mastery of the state curriculum, the Texas Essential Knowledge and Skills (TEKS). Students at HSA Schools are being tested periodically to make sure they have the necessary skills and knowledge before TAKS. Testing is the most effective way to see their weaknesses and strengths. Based on their performance, students are placed to different level classes. For low scored students tutorial sessions are mandatory.

In 2004-2005 at HSA-Dallas, as a particular example to need assessment, first Mock Test Results were indicating that a large number of black students including Kristal English, an 8<sup>th</sup> grade female student, were performing below grade level. HAS-Dallas was chosen because this campus is demographically very similar to New Orleans, which can be seen on Question 1 of this SII.



Based on needs assessment, the action plan called for arranging tutorials, professional development for teachers and more effective monitoring of TAKS preparation.

Kristal English, enrolled to Harmony Schools in August 2004 (Figure 1) will be presented as an example student for "individual student growth data". At the time she enrolled to Harmony Schools, she was complaining for not getting enough from her previous school.



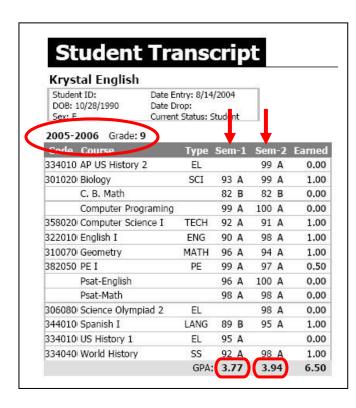
Figure 1

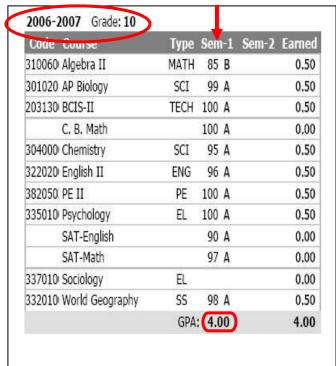
Table shows Kristal's test performance in 2004-2005 Mock Math Tests. (Figure 2) She was placed tutorials after the first test and her performance changed dramatically since then.

| Class | First   | Last    | Math 1 | Math 2 | Math 3 | Math 4 |
|-------|---------|---------|--------|--------|--------|--------|
| Class | Name    | Name    | %      | %      | %      | %      |
| 8A    | Krystal | English | 38.09% | 46.12% | 55.17% | 77.08% |

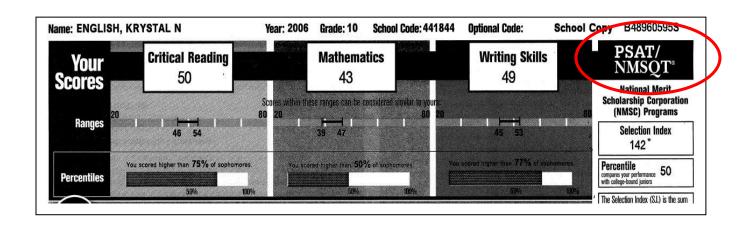
Figure 2

**Student-level transcript information**, including information on courses completed and grades earned.





**Student-level college readiness test scores.** Student performance on the SAT, SAT II, ACT, Advanced Placement, International Baccalaureate and other college readiness exams is a good indicator of whether students are prepared to succeed in postsecondary education and work. Her PSAT test score is a good indicator of her readiness for college.



The National Association of State Title I Directors honored Harmony Science Academy-Houston (HSA-Houston) as a National Title I Distinguished School at their annual National Title I Conference in Dallas, Texas on Saturday, January 28, 2006. HSA-Houston was one of 2 schools selected in the state of Texas and one of 52 schools across the nation. These academically outstanding schools were selected for outstanding results in one of two categories:

- 1. Exceptional student performance for two or more consecutive years or,
- 2. Closing the achievement gap between student groups.

Since the establishment of HSA, we have continually striven towards maintaining the high academic standards that will powerfully propel us into the 21st century. Because of our supportive parents, the faculty and staff have guided our students beyond all community and state mandated expectations. The faculty, Staff and Administrators at HSA are caring, competent, dedicated and willing to assist you. We are working very hard to provide the best possible learning climate to our students.

## 4. School leadership and staff retention/turnover data.

Because the Cosmos Foundation has been replicating its science and math college prep model almost in every year, school leadership retention rate is close to 100%. The Cosmos Foundation is able to achieve this high retention rate is because, as a unique model, the foundation assigns existing administrators and lead teachers to new campuses.

# 5. Information on any management contract terminations as well as any charter revocations, non-renewals or withdrawals/non-openings that the ESP has experienced.

The Cosmos Foundation, the ESP, never had any contract termination, charter revocation, non-renewals, or withdrawals/non-openings since its inception.

| 6. | The   | last  | three   | years   | of   | financial | audits | for | the | <b>ESP</b> | as | well | for |
|----|-------|-------|---------|---------|------|-----------|--------|-----|-----|------------|----|------|-----|
| ar | iv re | lated | l busin | iess ei | ıtit | ties.     |        |     |     |            |    |      |     |

The requested documents are attached.

# FINANCIAL STATEMENTS AND SUPPLEMENTARY INFORMATION

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# COSMOS FOUNDATION, INC. dba HARMONY SCIENCE ACADEMY $101\mbox{-}846$

227-816

## CERTIFICATE OF BOARD August 31, 2003

| We, the undersigned, co   | ertify that the attached | l Annual Financial ar  | nd Compliance    | Report of C      | osmos   |
|---------------------------|--------------------------|------------------------|------------------|------------------|---------|
| Foundation, Inc. dba Harr | nony Science Academy     | was reviewed and 🗸     | _approved        | _disapproved     | for the |
| year ended August 31, 20  | 03, at a meeting of the  | governing body of said | charter school o | on the <b>27</b> | day of  |
| JANUARY                   | _, 20 <b>04</b>          |                        |                  |                  |         |
|                           | •                        | : /                    |                  |                  |         |
|                           |                          | 1                      | 1                |                  |         |
|                           |                          | // //                  | //               |                  |         |

## **GOMEZ & COMPANY**

CERTIFIED PUBLIC ACCOUNTANTS
6750 W. LOOP SOUTH, SUITE 520
HOUSTON, TEXAS 77401
TEL: (713) 666-5900
FAX: (713) 666-1049

http://www.gomezandco.com

#### INDEPENDENT AUDITOR'S REPORT

To The Board of Directors of Cosmos Foundation, Inc. dba Harmony Science Academy Houston, Texas

We have audited the accompanying statement of financial position of Cosmos Foundation, Inc. dba Harmony Science Academy (HSA) as of August 31, 2003, and the related statements of activities, functional expenses, and cash flows for the year then ended. These financial statements are the responsibility of HSA management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with generally accepted auditing standards and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of HSA as of August 31, 2003, and the changes in its net assets and its cash flows for the year then ended in conformity with accounting principles generally accepted in the United States of America.

In accordance with Government Auditing Standards, we have also issued our report dated January 21, 2004, on our consideration of HSA internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts and grants. That report is an integral part of an audit performed in accordance with Government Auditing Standards and should be read in conjunction with this report in considering the results of our audit.

Our audit was performed for the purpose of forming an opinion on the basic financial statements of HSA taken as a whole. The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis as required by U.S. Office of Management and Budget Circular A-133, "Audits of States, Local Governments, and Non-Profit Organizations", and is not a required part of the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, is fairly stated, in all material respects, in relation to the basic financial statements taken as a whole.

January 21, 2004

## STATEMENT OF FINANCIAL POSITION

## YEAR ENDED AUGUST 31, 2003

## **ASSETS**

| Assets:                          |             |           |
|----------------------------------|-------------|-----------|
| Cash                             | \$          | 57,779    |
| Grants Receivable                |             | 124,656   |
| Other Receivable                 |             | 1,952     |
| Lease Property Improvements      |             | 72,735    |
| Equipment and Funiture           |             | 75,350    |
| Accumulated Depreciation         |             | (19,970)  |
| Other assets                     |             | 4,650     |
| Total Assets                     | <u>\$</u>   | 317,152   |
| LIABILITIES AND NET ASSETS       |             |           |
| Liabilities:                     |             |           |
| Accounts Payable                 | \$          | 142,354   |
| Payroll Taxes Payable            |             | 13,814    |
| Other Liabilities                |             | 100,129   |
| Deferred Revenue                 |             | 1,852     |
| Notes Payable                    |             | 234,946   |
| Total Liabilities                |             | 493,095   |
| Net Assets:                      |             |           |
| Unrestricted                     |             | (175,943) |
| Restricted                       |             | 0         |
| Total Net Assets                 | <del></del> | (175,943) |
| Total Liabilities and Net Assets | \$          | 317,152   |

## STATEMENT OF ACTIVITIES

# YEAR ENDED AUGUST 31, 2003

|                                       | Unrestricted | Temporarily Restricted | Total        |  |
|---------------------------------------|--------------|------------------------|--------------|--|
| SUPPORT AND REVENUE                   |              |                        |              |  |
| Federal grants                        | \$ 0         | \$ 541,639             | \$ 541,639   |  |
| State and local grants                |              | 2,619,541              | 2,619,541    |  |
| Donations                             | 500          | •                      | 500          |  |
| Other income                          | 131,309      |                        | 131,309      |  |
| Net Assets released from restrictions | 3,161,180    | (3,161,180)            | 0            |  |
| Total Support and Revenue             | 3,292,989    | 0                      | 3,292,989    |  |
| EXPENSES                              |              | * **                   |              |  |
| Program Services                      | 3,428,268    | 0                      | 3,428,268    |  |
| Total Expenses                        | 3,428,268    | 0                      | 3,428,268    |  |
| Increase in net assets                | (135,279)    | 0                      | (135,279)    |  |
| Net assets, beginning of year         | (40,665)     |                        | (40,665)     |  |
| Net assets, end of year               | \$ (175,943) | \$ 0                   | \$ (175,943) |  |

# STATEMENT OF FUNCTIONAL EXPENSES

# YEAR ENDED AUGUST 31, 2003

|                                      |             | School                                | Management & General | Total<br>Program<br>Expense |
|--------------------------------------|-------------|---------------------------------------|----------------------|-----------------------------|
|                                      | • .         |                                       |                      |                             |
| Salaries                             | \$          | 1,709,417 \$                          | 0 \$                 | 1,709,417                   |
| Fringe Benefits                      |             | 181,986                               | 0                    | 181,986                     |
| Worker's Comp                        |             | 12,348                                | 0                    | 12,348                      |
| Payroll taxes                        |             | 37,440                                |                      | 37,440                      |
| Total personnel and related benefits |             | 1,941,191                             | 0                    | 1,941,191                   |
|                                      |             | * * * * * * * * * * * * * * * * * * * |                      | •                           |
| Food Purchases                       |             | 873                                   | 0                    | 873                         |
| Insurance                            |             | 10,927                                | 0                    | 10,927                      |
| Supplies                             |             | 268,374                               | 0                    | 268,374                     |
| Travel                               |             | 27,217                                | 0                    | 27,217                      |
| Rent Expense                         |             | 367,122                               | 0                    | 367,122                     |
| Leases                               |             | 42,645                                | . 0                  | 42,645                      |
| Repair and Maintenance               |             | 293,672                               | 0                    | 293,672                     |
| Professional fees                    |             | 314,266                               | . 0                  | 314,266                     |
| Training                             |             | 2,354                                 | 0                    | 2,354                       |
| Utilities                            |             | 59,596                                | . 0                  | 59,596                      |
| Interest                             |             | 3,206                                 | 0                    | 3,206                       |
| Miscellaneous                        |             | 83,666                                | 0                    | 83,666                      |
| Total expenses before depreciation   |             | 3,415,111                             | 0                    | 3,415,111                   |
| Depreciation                         | ··········· | 13,157                                | 0                    | 13,157                      |
| Total Expenses                       | \$          | 3,428,268 \$                          | 0 \$                 | 3,428,268                   |

# STATEMENT OF CASH FLOWS

| Cash Flows From Operating Activities              |     |           |           |
|---|-----|-----------|-----------|
| Increase (Decrease) in net assets                 |     | \$        | (135,279) |
| Adjustments to reconcile net income (loss) to net |     |           |           |
| cash provided (used) by operating activities      |     |           |           |
| Depreciation                                      |     |           | 13,157    |
| (Increase) decrease in accounts receivable        |     |           | (7,695)   |
| Increase (decrease) in accounts payable           |     |           | 42,515    |
| Increase (decrease) in other accrued liabilities  | * · |           | 41,264    |
| Increase (decrease) in deferred expenses          |     |           | 1,852     |
| Increase (decrease) in payroll taxes              |     |           | (9,218)   |
| Net Cash Provided (Used) by Operating Activities  |     |           | (53,402)  |
| Cash Flows From Investing Activities              | ÷   |           |           |
| Plant & equipment purchases                       |     |           | (58,317)  |
| Purchases of fixed assets                         |     | <u></u>   | (72,735)  |
| Net Cash Provided (Used) by Investing Activities  |     |           | (131,052) |
| Cash Flows From Financing Activities              |     |           | •         |
| Proceeds from long-term debt                      |     |           | 234,946   |
| Net Cash Provided (Used) by Financing Activities  |     | ·         | 234,946   |
| NET INCREASE (DECREASE) IN CASH                   |     |           | 50,492    |
| CASH AT BEGINNING OF YEAR                         |     |           | 7,287     |
| CASH AT END OF YEAR                               |     | <u>\$</u> | 57,779    |
| Supplemental Disclosures                          |     |           |           |
| Cash Paid During the Year for:                    |     |           |           |
| Interest  |     | \$        | 3,206     |

#### NOTES TO FINANCIAL STATEMENTS

#### AUGUST 31, 2003

### A. Organization:

Cosmos Foundation, Inc. dba Harmony Science Academy (HSA) a nonprofit organization, provides curricula for students in grades 6 through 12. The school was incorporated in the State of Texas in September, 1999, under the Texas Non-Profit Corporation Act. The Internal Revenue Service determined that the organization was exempt from federal income tax under section 501(a) of the Internal Revenue Code as an organization described in Section 501(c)(3).

Pursuant to its charter granted by the State Board of Education in accordance with Texas Education Code Section 12, Subchapter D, Open-Enrollment Charter School, the Organization operations as part of the state public school system subject to all federal and state laws and rules governing public schools. The Organization is also subject to all laws and rules pertaining to open-enrollment charter schools in section 12 of the Texas Education Code.

## B. <u>Summary of Significant Accounting Policies:</u>

#### **BASIS OF PRESENTATION**

The Corporation adopted Statement of Financial Accounting Standards (SFAS) No. 117, "Financial Statements of Not-for-Profit Organizations". Under SFAS No. 117, the Corporation is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted; temporarily restricted; and permanently restricted. In addition, the Corporation is required to present a statement of cash flows.

#### SUPPORT AND REVENUE:

Support and revenue are recorded based on the accrual method.

#### CASH DONATIONS AND DONATED SERVICES:

Cash donations are considered to be available for unrestricted use unless specifically restricted by the donor. No amounts have been reflected in the financial statements for donated services since no objective basis is available to measure the value of such donations. Nevertheless a substantial number of volunteers have donated their time in connection with the program service and administration of the organization.

#### NOTES TO FINANCIAL STATEMENTS

#### AUGUST 31, 2003

## B. <u>Summary of Significant Accounting Policies (Continued):</u>

#### CONTRIBUTIONS:

In accordance with Statement of Financial Accounting Standards (SFAS) No. 116, "Accounting for Contributions Received and Contributions Made," contributions received are recorded as unrestricted, temporarily restricted, or permanently restricted support depending on the existence or nature of any donor restrictions.

#### PROPERTY AND EQUIPMENT:

Property and equipment purchased by HSA are recorded at cost. Donations of property and equipment are recorded at their fair value at the date of the gift. All assets acquired with a value in excess of \$1,000 for Houston campus and \$5,000 for Austin campus are recorded as fixed assets. Depreciation is provided on the straight-line method based upon estimated useful lives of ten years for equipment. Gains or losses on retired or sale of property and equipment are reflected in income for the period. The proceeds from such sales which are not legally required or expected to be reinvested in property and equipment are transferred to unrestricted net assets.

#### PLEDGES AND ACCOUNTS RECEIVABLE:

Contributions are recognized when the donor makes a promise to give to HSA which is in substance, unconditional. Contributions that are restricted by the donor are reported as increases in unrestricted net assets if the restrictions expire in the year in which the contributions are recognized. All other donor-restricted contributions are reported as increases in temporarily or permanently restricted net assets depending on the nature of the restrictions. When a restriction expires, temporarily restricted net assets are reclassified to unrestricted net assets.

No provision has been made for uncollectible promises to give and accounts receivable as of the statement of financial position date, given that none have been identified.

#### **FUNCTIONAL EXPENSES:**

Expenses are charged to each program based on direct expenditures incurred. Functional expenses which cannot readily be related to a specific program are charged to the various programs based upon hours worked, square footage, number of program staff, or other reasonable methods for allocating the organization's multiple function expenditures.

#### NOTES TO FINANCIAL STATEMENTS

#### AUGUST 31, 2003

## B. Summary of Significant Accounting Policies: (Continued)

#### INCOME TAXES:

HSA qualifies as a tax-exempt organization under section 501 (c) (3) of the Internal Revenue Code and, therefore, has no provision for income taxes.

#### CASH AND CASH EQUIVALENTS:

For purpose of the statement of cash flows, cash and cash equivalents are comprised of cash on hand and in banks.

#### **ESTIMATES:**

The preparation of financial statements in conformity with generally accepted accounting principles requires HSA management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

## C. Pension Plan:

#### Plan Description

The Academy contributes to the Teacher Retirement System of Texas (the system), a public employee retirement program. It is a cost-sharing, multi-employer defined benefit pension plan with one exception; all risks and costs are not shared by the charter school, but are the liability of the state of Texas. The System provides service retirement, disability retirement benefits and death benefits to plan members and beneficiaries. The System operates under the authority of provisions contained primarily in Texas Government code, Title 8, Public Retirement Systems, Subtitle C, Teacher Retirement System of Texas, which subject to amendment by the Texas Legislature. The System's annual financial report and other required disclosure information are available by writing the Teacher Retirement System of Texas, 1000 Red River, and Austin, Texas 78701-2698 or by calling (800) 877-0123.

#### Funding Policy

Under provisions in State law, plan members are required to contribute 6.4% of their annual covered salary and the State of Texas contributes an amount equal to 6.0% of the charter school's covered payroll. In certain instances the reporting entity (school district, charter school, college, university, or state agency) is required to make all or a portion of the State's 6.0% contribution.

#### NOTES TO FINANCIAL STATEMENTS

## AUGUST 31, 2003

### C. Pension Plan: Funding Policy (Continued):

Contribution requirements are not actuarially determined but are legally established each biennium pursuant to the following funding policy: (1) The State constitution requires the legislature to establish a member contribution rate of not less than 6.0% of the member's annual compensation and a State contribution rate of not less than 6.0% and not more than 10.0% of the aggregate annual compensation of all members of the system during that fiscal year; (2) A state statute prohibits benefit improvements or contribution reductions if, as a result of a particular action, the time required to amortize the System's unfunded actuarial liabilities would be increased to a period that exceeds 30 years by one or more years. State contributions to the System made on behalf of Cosmos Foundation, Inc. dba Harmony Science Academy employees for the year ended August 31, 2003 were \$ 69,420 for Houston campus and \$35,939 for Austin campus respectively.

## D. Budget:

The official school budget is prepared for adoption for required Governmental Fund Types. The annual budget is adopted on a basis consistent with generally accepted accounting principles and is formally adopted by the Board of Directors

## E. Operating Lease Commitment:

HSA is currently leasing its office equipment and building on a non-cancelable operating lease.

HSA minimum annual lease commitment is as follows:

| Year mor | nths ending August 31. | <u> </u>   |
|----------|------------------------|------------|
| 2004     |                        | \$ 177,880 |
| 2005     |                        | 172,643    |
| 2006     |                        | 172,643    |
| 2007     |                        | 7,120      |
| Total    |                        | \$ 530,287 |

Operating lease expense amounted to \$409,767 for the year ended August 31, 2003.

#### NOTES TO FINANCIAL STATEMENTS

## AUGUST 31, 2003

## F. Notes Payable:

The Organization's obligations under notes payable consists of the following:

| Notes payable to bank, due within one year or on demand, secured by agency assets.                            | \$        | 8,525   |
|---|-----------|---------|
| Note payable to a bank, in monthly installments of \$ 1,126 interest at 9.5% per annum, secured by equipment. |           | 25,435  |
| Various notes payable to individuals, payable on demand non interest bearing, unsecured                       | _         | 200,986 |
| Total notes payable   | <u>\$</u> | 234,946 |
| Maturities of notes payable over the next five years are as follows:  |           |         |
| Year Ending August 31,  |           |         |

| Year Ending August 31, |   |                   |
|------------------------|---|-------------------|
| 2004                   | • | \$ 223,032        |
| 2005                   |   | 11,914            |
| Total                  |   | <u>\$ 234,946</u> |

## G. Commitments and Contingencies

Cosmos Foundation, Inc. dba Harmony Science Academy receives funds through state and federal programs that are governed by various statutes and regulations. State program funding is based primarily on student attendance data submitted to the Texas Education Agency and is subject to audit and adjustment. Expenses charged to federal programs are subject to audit and adjustment by the grantor agency. The programs administered by the charter school have complex compliance requirements, and should state or federal auditors discover areas of noncompliance, charter school funds may be subject to refund if so determined by the Texas Education Agency or the grantor agency.

#### H. Health Care Coverage

During the year ended August 31, 2003, employees of HSA were covered by a group insurance plan. The school paid premiums up to \$150 for Houston campus and \$150 for Austin campus per month per employee (depending upon coverage selected) to the plan and employees, at their option, authorized payroll withholdings to pay premiums for dependents. All premiums were paid to a licensed insurer.

#### **GOMEZ & COMPANY**

CERTIFIED PUBLIC ACCOUNTANTS
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FAX: (713) 666-1049
http://www.gomezandco.com

## INDEPENDENT AUDITOR'S REPORT ON SUPPLEMENTARY INFORMATION

To The Board of Directors of Cosmos Foundation, Inc. dba Harmony Science Academy Houston, Texas

Our report on our audit of the consolidated financial statement of Cosmos Foundation, Inc. dba Harmony Science Academy (HSA) for year ended August 31, 2003 appears on page 1. The audit was conducted for the purpose of forming an opinion on the financial statements taken as a whole. The Financial Statements and Schedules for Individual Charter School are presented for purposes of additional analysis and are not a required part of the consolidated financial statements. Such information has been subjected to the auditing procedures applied in the audit of the consolidated financial statements and, in our opinion, is fairly stated in all material respects in relation to the consolidated financial statements taken as a whole.

January 21, 2004 English

# HOUSTON CAMPUS

# STATEMENT OF FINANCIAL POSITION

# AUGUST 31,2003

| ŀ | ١S | SE | Т | S |
|---|----|----|---|---|
|   |    |    |   |   |

| Assets:       |                          |           |    |     |               |
|---------------|--------------------------|-----------|----|-----|---------------|
| Cash          |                          |           |    |     | \$<br>56,695  |
| Grants Rece   | ivable                   |           |    |     | 122,425       |
| Building      |                          |           |    |     | 72,735        |
| Equipment a   | and Funiture             |           |    |     | 75,350        |
| Accumulated   | d Depreciation           |           |    |     | (19,970)      |
| Other assets  |                          |           |    |     | <br>4,650     |
|               |                          | •         |    |     | h             |
|               | Total Assets             |           |    |     | \$<br>311,885 |
| •             |                          | •         |    |     |               |
| LIABILITIE    | S AND NET ASSETS         |           |    | •   |               |
|               |                          | •         |    | •   |               |
| Liabilities:  |                          |           |    |     |               |
| Accounts Pa   | yable                    |           |    |     | \$<br>100,351 |
| Payroll Taxe  | es Payable               |           |    |     | 13,814        |
| Deferred Re   | venue                    |           |    |     | 1,852         |
| Other Liabili | ities                    |           |    |     | <br>105,053   |
|               |                          | *         |    | · · |               |
|               | Total Liabilities        |           | •  |     | <br>221,071   |
|               |                          |           |    |     |               |
| Net Assets:   |                          |           |    |     |               |
| Unrestricted  |                          |           |    |     | 90,814        |
| Restricted    |                          |           | ٠. |     | <br>          |
|               |                          |           |    |     |               |
|               | Total Net Assets         |           |    | *   | <br>90,814    |
|               |                          | •         | •  |     |               |
|               | Total Liabilities and No | et Assets |    | _   | \$<br>311,885 |
|               |                          |           |    |     |               |

## **AUSTIN CAMPUS**

## STATEMENT OF FINANCIAL POSITION

# AUGUST 31,2003

|   |     |    | _ |
|---|-----|----|---|
| ٨ | 991 | СТ | œ |
|   |     |    |   |

| Assets:                 |                                       |           |                                       |
|-------------------------|---------------------------------------|-----------|---------------------------------------|
| Cash                    |                                       | \$        | 1,084                                 |
| Grants Rece             | ivable                                | •         | 4,183                                 |
| Other assets            | · · · · · · · · · · · · · · · · · · · |           | 0_                                    |
|                         | Total Assets                          | <u>\$</u> | 5,267                                 |
| LIABILITIE              | S AND NET ASSETS                      |           |                                       |
| Liabilities:            |                                       |           |                                       |
| Accounts Pa             | yable                                 | \$        | 37,078                                |
| Notes Payab             | le                                    |           | 234,946                               |
|                         | Total Liabilities                     |           | 272,024                               |
| Net Assets:             |                                       |           |                                       |
| Unrestricted Restricted |                                       |           | (266,758)                             |
| 100011000               |                                       | -         | · · · · · · · · · · · · · · · · · · · |
|                         | Total Net Assets                      |           | (266,758)                             |
|                         | Total Liabilities and Net Assets      | \$        | 5,267                                 |

## HOUSTON CAMPUS

## SUPPLEMENTAL STATEMENT OF ACTIVITIES

|   | Unrestricted     | Temporarily Restricted | Total            |
|---|------------------|------------------------|------------------|
|   |                  |                        |                  |
| REVENUES                                    |                  |                        |                  |
| Local Support:                              |                  |                        |                  |
| 5740 Other Revenues from Local Sources      | <u>\$ 51,380</u> | <u>\$0</u>             | <u>\$ 51,380</u> |
| Total Local Support                         | 51,380           | 0                      | 51,380           |
| State Program Revenues:                     |                  |                        |                  |
| 5810 Foundation School Program Act Revenues | s 0              | 1,733,870              | 1,733,870        |
| 5820 State Program Revenues Distributed by  |                  |                        |                  |
| Texas Education Agency                      | 0                | 9,931                  | 9,931            |
| 5830 State Revenues from State of Texas     | •                |                        |                  |
| Government Agencies (Other than             |                  |                        |                  |
| Texas Education Agency)                     | 0                | 28,737                 | 28,737           |
| Total State Program Revenues                | 0                | 1,772,538              | 1,772,538        |
| Federal Program Revenues:                   |                  |                        |                  |
| 5920 Federal Revenues Distributed by        |                  |                        |                  |
| Texas Education Agency                      | 0                | 384,080                | 384,080          |
| Total Federal Program Revenues              | . 0              | 384,080                | 384,080          |
| Net assets released from restrictions:      |                  |                        |                  |
| Restrictions satisfied by payments          | 2,156,618        | (2,156,618)            |                  |
| Total Revenues                              | 2,207,998        | 0_                     | 2,207,998        |
|   |                  |                        |                  |
| EXPENSES                                    | •                |                        |                  |
| 11 Instruction                              | 1,179,463        | •                      | 1,179,463        |
| 13 Curriculum and Staff Development         | 19,051           |                        | 19,051           |
| 23 School Leadership                        | 138,246          |                        | 138,246          |
| 31 Guidance, Counseling and Evaluation      |                  |                        |                  |
| Services                                    | 2,354            |                        | 2,354            |
| 33 Health Services                          | 28,441           |                        | 28,441           |
| 34 Student (Pupil) Transportation           | 1,374            |                        | 1,374            |
| 35 Food Services                            | 54,402           |                        | 54,402           |
| 36 Cocurricular/Extracurricular Activities  | 2,628            |                        | 2,628            |

# **HOUSTON CAMPUS**

## SUPPLEMENTAL STATEMENT OF ACTIVITIES

|                                     | Temporarily  |            |           |  |
|-------------------------------------|--------------|------------|-----------|--|
|                                     | Unrestricted | Restricted | Total     |  |
| 41 General Administration           | 316,274      |            | 316,274   |  |
| 51 Plant maintenence and Operations | 332,318      |            | 332,318   |  |
| 52 Security and Monitoring Services | 1,794        |            | 1,794     |  |
| 81 Fund Raising                     | 174          |            | 174       |  |
| Total Expenses                      | 2,076,518    | 0          | 2,076,518 |  |
| Change in Net Assets                | 131,479      |            | 131,479   |  |
| Net Assets, beginning of year       | (40,665)     |            | (40,665)  |  |
| Net Assets, ending of year          | \$ 90,814    | \$ 0_      | \$ 90,814 |  |

## **AUSTIN CAMPUS**

# SUPPLEMENTAL STATEMENT OF ACTIVITIES

|   | Unrestricted | Temporarily Restricted | Total     |
|---|--------------|------------------------|-----------|
| REVENUES                                    |              |                        |           |
| Local Support:                              |              |                        |           |
| 5740 Other Revenues from Local Sources      | \$ 5,225     | \$ 0                   | \$ 5,225  |
| 5750 Other Revenue                          | 26,690       |                        | 26,690    |
| Total Local Support                         | 31,914       | 0                      | 31,914    |
|   |              |                        | •         |
| State Program Revenues:                     |              |                        |           |
| 5810 Foundation School Program Act Revenues | 0            | 813,500                | 813,500   |
| 5820 State Program Revenues Distributed by  |              |                        |           |
| Texas Education Agency                      | 0            | 5,933                  | 5,933     |
| 5830 State Revenues from State of Texas     |              |                        |           |
| Government Agencies (Other than             |              |                        |           |
| Texas Education Agency)                     | 0            | 34,570                 | 34,570    |
| Total State Program Revenues                | 0            | 854,003                | 854,003   |
| Federal Program Revenues:                   |              |                        |           |
| 5920 Federal Revenues Distributed by        |              |                        |           |
| Texas Education Agency                      | 0            | 199,074                | 199,074   |
| Total Federal Program Revenues              | 0            | 199,074                | 199,074   |
| Net assets released from restrictions:      |              |                        |           |
| Restrictions satisfied by payments          | 1,053,077    | (1,053,077)            |           |
| Total Revenues                              | 1,084,991    | 0                      | 1,084,991 |
|   |              |                        |           |
| EXPENSES                                    |              |                        |           |
| 11 Instruction                              | 471,712      |                        | 471,712   |
| 12 Resource & Media                         | 105,083      |                        | 105,083   |
| 13 Curriculum and Staff Development         | 3,863        |                        | 3,863     |
| 23 School Leadership                        | 119,116      |                        | 119,116   |
| 31 Guidance & Counceling                    | 2,370        |                        | 2,370     |
| 35 Food Services                            | 29,815       |                        | 29,815    |
| 41 General Administration                   | 141,569      |                        | 141,569   |
| 51 Plant maintenence and Operations         | 469,009      |                        | 469,009   |

## **AUSTIN CAMPUS**

## SUPPLEMENTAL STATEMENT OF ACTIVITIES

|                            |                   | Temporarily |                     |  |  |  |
|----------------------------|-------------------|-------------|---------------------|--|--|--|
|                            | Unrestricted      | Restricted  | Total               |  |  |  |
| 52 Security Services       | 7,989             |             | 7,989               |  |  |  |
| 61 Community Services      | 1,223             |             | 1,223               |  |  |  |
| Total Expenses             | 1,351,749         | 0           | 1,351,749           |  |  |  |
| Change in Net Assets       | (266,758)         | 0           | (266,758)           |  |  |  |
| Net Assets, ending of year | <u>\$ 266,758</u> | \$ 0        | <b>\$</b> (266,758) |  |  |  |

## HOUSTON CAMPUS

## STATEMENT OF CASH FLOWS

# FOR THE YEAR ENDED AUGUST 31, 2003

| Cash Flows From Operating Activities                     |               |           |
|--|---------------|-----------|
| Increase (Decrease) in net assets                        | \$            | 131,479   |
| Adjustments to reconcile net income (loss) to net        |               |           |
| cash provided (used) by operating activities             |               |           |
| Depreciation   |               | 13,157    |
| (Increase) decrease in accounts receivable               |               | (3,512)   |
| Increase (decrease) in accounts payable                  |               | 39,504    |
| Increase (decrease) in deferred expenses                 |               | (78,965)  |
| Increase (decrease) in payroll taxes                     |               | (9,218)   |
|  |               | •         |
| Net Cash Provided (Used) by Operating Activities         | · · · <u></u> | 92,445    |
|  |               |           |
| Cash Flows From Investing Activities                     | · F           |           |
| Plant & equipment purchases                              |               | (58,317)  |
| Purchases of fixed assets                                |               | (72,735)  |
| Not Code Breed to 1 (Treed) to 1 and 1 and 1 and 1 and 1 |               | (121.050) |
| Net Cash Provided (Used) by Investing Activities         |               | (131,052) |
| Cash Flows From Financing Activities                     |               |           |
| Proceeds from long-term debt                             |               | 88,015    |
| 11000000 Holli tolli tolli tolli                         |               | 00,015    |
| Net Cash Provided (Used) by Financing Activities         |               | 88,015    |
|  |               |           |
|  | •             |           |
| NET INCREASE (DECREASE) IN CASH                          |               | 49,408    |
| · · · · · · · · · · · · · · · · · · ·                    |               |           |
| CASH AT BEGINNING OF YEAR                                | <del></del>   | 7,287     |
| CAGILATEND OF YEAR                                       |               | 56.605    |
| CASH AT END OF YEAR                                      | <u>y</u>      | 56,695    |

Supplemental Disclosures

Cash Paid During the Year for:

## **AUSTIN CAMPUS**

## STATEMENT OF CASH FLOWS

| Cash Flows From Operating Activities              |             |           |
|---|-------------|-----------|
| Increase (Decrease) in net assets                 | \$          | (266,758) |
| Adjustments to reconcile net income (loss) to net |             |           |
| cash provided (used) by operating activities      |             |           |
| (Increase) decrease in accounts receivable        |             | (4,183)   |
| Increase (decrease) in accounts payable           |             | 37,078    |
| Net Cash Provided (Used) by Operating Activities  | <u>.</u>    | (233,863) |
| Cash Flows From Investing Activities              |             |           |
|   |             |           |
| Cash Flows From Financing Activities              |             |           |
| Proceeds from long-term debt                      | <del></del> | 234,947   |
| Net Cash Provided (Used) by Financing Activities  |             | 234,947   |
| NET INCREASE (DECREASE) IN CASH                   |             | 1,084     |
|   |             | ,         |
| CASH AT BEGINNING OF YEAR                         | <del></del> | 0         |
| CASH AT END OF YEAR                               | \$          | 1,084     |
|   |             | 1.        |
| Supplemental Disclosures                          |             |           |
| Cash Paid During the Year for:                    | - 1         | ,         |
| Interest  | \$          | 3,206     |

## HOUSTON CAMPUS

## SCHEDULE OF EXPENSES

| Expenses                                  |                 |
|---|-----------------|
| 6100 Payroll Costs                        | \$<br>1,261,553 |
| 6200 Professional and Contracted Services | 548,070         |
| 6300 Supplies and Materials               | 156,302         |
| 6400 Other Operating Costs                | <br>110,594     |
| Total Expenses                            | \$<br>2.076.518 |

# AUSTIN CAMPUS

## SCHEDULE OF EXPENSES

| Expenses                                  |         |           |
|---|---------|-----------|
| 6100 Payroll Costs                        | \$      | 679,638   |
| 6200 Professional and Contracted Services |         | 478,490   |
| 6300 Supplies and Materials               |         | 169,205   |
| 6400 Other Operating Costs                |         | 21,210    |
| 6500 Debt                                 |         | 3,206     |
| Total Expenses                            | ·<br>\$ | 1.351.749 |

# HOUSTON CAMPUS

## SCHEDULE OF CAPITAL ASSETS

|   | Ownership Interest |           |            |                                       |             |
|---|--------------------|-----------|------------|---------------------------------------|-------------|
|   |                    | Local     | State      | Federal                               | <del></del> |
| 1110 Cash<br>1510 Land and Improvements       | \$                 | 0 \$      | 56,695 \$  |                                       | 0           |
| 1520 Buildings and Improvements 1531 Vehicles |                    |           | 72,735     |                                       |             |
| 1539 Furniture and Equipment                  |                    | 17,033    | 58,317     | · · · · · · · · · · · · · · · · · · · |             |
| Total Property and Equipment                  | \$                 | 17,033 \$ | 187,747 \$ |                                       | 0           |

## **AUSTIN CAMPUS**

## SCHEDULE OF CAPITAL ASSETS

|  | Ownership Interest |      |          |         |   |
|--|--------------------|------|----------|---------|---|
|  | Local              | Stat | e        | Federal |   |
| 1110 Cash<br>1510 Land and Improvements          | .\$                | 0 \$ | 1,084 \$ |         | 0 |
| 1520 Buildings and Improvements<br>1531 Vehicles |                    |      |          |         |   |
| 1539 Furniture and Equipment                     |                    |      | ·        |         |   |
| Total Property and Equipment                     | <u>\$</u>          | 0 \$ | 1,084 \$ |         | 0 |

## **HOUSTON CAMPUS**

## BUDGETARY COMPARISON SCHEDULE

|   | Budgeted Amounts    |                 |           | Variance   |
|---|---------------------|-----------------|-----------|------------|
|   |                     |                 | Actual    | from Final |
|   | Original            | Final           | Amounts   | Budget     |
| Revenues                                    |                     |                 |           |            |
| Local Support:                              |                     |                 |           |            |
| 5740 Other Revenues from Local Sources      | <u>\$ 19,000</u> \$ | 19,000 \$       | 51,380 \$ | (32,380)   |
| Total Local Support                         | 19,000              | 19,000          | 51,380    | (32,380)   |
| State Program Revenues:                     |                     |                 |           |            |
| 5810 Foundation School Program Act Revenues | 2,218,103           | 2,218,103       | 1,733,870 | 484,233    |
| 5820 State Program Revenues Distributed by  |                     |                 |           |            |
| Texas Education Agency                      | 57,887              | 57,887          | 9,931     | 47,956     |
| 5830 State Revenues from State of Texas     | •                   |                 |           |            |
| Government Agencies (Other than             |                     |                 | . •       |            |
| Texas Education Agency)                     | 28,737              | 28,737          | 28,737    | 0          |
| Total State Program Revenues                | 2,304,727           | 2,304,727       | 1,772,538 | 532,189    |
| Federal Program Revenues:                   |                     |                 |           |            |
| 5920 Federal Revenues Distributed by the    |                     |                 |           |            |
| Texas Education Agency                      | 357,987             | <u> 357,987</u> | 384,080   | (26,093)   |
| Total Federal Program Revenues              | 357,987             | 357,987         | 384,080   | (26,093)   |
| Total Revenues                              | 2,681,714           | 2,681,714       | 2,207,998 | 473,716    |
| Expenses                                    |                     |                 |           |            |
| 11 Instruction                              | 1,482,325           | 1,482,325       | 1,179,463 | 302,862    |
| 13 Curriculum and Staff Development         | 36,195              | 36,195          | 19,051    | 17,144     |
| 23 School Leadership                        | 90,704              | 90,704          | 138,246   | (47,542)   |
| 31 Guidance, Counseling and Evaluation      |                     |                 |           |            |
| Services                                    | 10,000              | 10,000          | 2,354     | 7,646      |
| 33 Health Services                          | 25,766              | 25,766          | 28,441    | (2,675)    |
| 34 Student (Pupil) Transportation           |                     |                 | 1,374     | (1,374)    |
| 35 Food Services                            | 70,500              | 70,500          | 54,402    | 16,098     |
| 36 Cocurricular/Extracurricular Activities  | 15,368              | 15,368          | 2,628     | 12,740     |
| 41 General Administration                   | 395,252             | 395,252         | 316,274   | 78,978     |
| 51 Plant Maintenence and Operations         | 409,362             | 409,362         | 332,318   | 77,044     |
| 52 Security and Monitoring Services         | 1,500               | 1,500           | 1,794     | (294)      |
| 53 Data Processing Services                 | 1,500               | 1,500           | 0         | 1,500      |

## **HOUSTON CAMPUS**

## BUDGETARY COMPARISON SCHEDULE

|                               |                      |                  |           | Variance   |
|-------------------------------|----------------------|------------------|-----------|------------|
|                               | Budgeted A           | Budgeted Amounts |           | from Final |
|                               | Original             | Final            | Amounts   | Budget     |
| 81 Fund Raising               | 10,000               | 10,000           | 174_      | 9,826      |
| Total Expenses                | 2,548,472            | 2,548,472        | 2,076,518 | 471,954    |
| Change in Net Assets          | 133,242              | 133,242          | 131,479   | 1,763      |
| Net Assets, beginning of year | 0                    | 0                | (40,665)  |            |
| Net Assets, end of year       | <u>\$ 133,242 \$</u> | 133,242 \$       | 90,814 \$ | 1,763      |

# AUSTIN CAMPUS

## BUDGETARY COMPARISON SCHEDULE

|   | Budgeted Amounts                        |            |             | Variance   |  |
|---|---|------------|-------------|------------|--|
|   |   |            | Actual      | from Final |  |
|   | Original                                | Final      | Amounts     | Budget     |  |
| Revenues                                    |   |            |             |            |  |
| Local Support:                              |   |            |             |            |  |
| 5740 Other Revenues from Local Sources      | \$ 0                                    | \$ 5,310   | \$ 5,225 \$ | 85         |  |
| 5750 Other Revenues                         | 4,000                                   | 23,050     | 26,690      | (3,640)    |  |
| Total Local Support                         | 4,000                                   | 28,360     | 31,914      | (3,554)    |  |
| State Program Revenues:                     |   |            |             |            |  |
| 5810 Foundation School Program Act Revenues | 998,000                                 | 806,515    | 813,500     | (6,985)    |  |
| 5820 State Program Revenues Distributed by  | .*                                      | ,          | ŕ           |            |  |
| Texas Education Agency                      | 0                                       | 5,933      | 5,933       | 0          |  |
| 5830 State Revenues from State of Texas     |   | - <b>,</b> | - 7         |            |  |
| Government Agencies (Other than             |   |            |             |            |  |
| Texas Education Agency)                     | 0                                       | 0          | 34,570      | (34,570)   |  |
| Total State Program Revenues                | 998,000                                 | 812,448    | 854,003     | (41,555)   |  |
| Federal Program Revenues:                   | , |            |             | (1-)       |  |
| 5920 Federal Revenues Distributed by the    |   |            |             |            |  |
| Texas Education Agency                      | 45,000                                  | 196,740    | 199,074     | (2,334)    |  |
| Total Federal Program Revenues              | 45,000                                  | 196,740    | 199,074     | (2,334)    |  |
| Total Revenues                              | 1,047,000                               | 1,037,548  | 1,084,991   | (47,443)   |  |
|   |   |            |             |            |  |
| Expenses                                    |   |            |             |            |  |
| 11 Instruction                              | 403,120                                 | 438,496    | 471,712     | (33,216)   |  |
| 12 Resource & Media                         | 34,295                                  | 102,758    | 105,083     | (2,325)    |  |
| 13 Curriculum and Staff Development         | 5,500                                   | 3,765      | 3,863       | (98)       |  |
| 23 School Leadership                        | 111,775                                 | 113,769    | 119,116     | (5,347)    |  |
| 31 Guidance & Counceling                    | 34,880                                  | 2,235      | 2,370       | (135)      |  |
| 33 Health Services                          | 30,310                                  | 0          | 0           | o o        |  |
| 35 Food Services                            | 45,000                                  | 28,025     | 29,815      | (1,790)    |  |
| 41 General Administration                   | 110,715                                 | 142,405    | 141,569     | 836        |  |
| 51 Plant Maintenence and Operations         | 264,575                                 | 468,980    | 469,009     | (29)       |  |
| 52 Security Services                        | 3,500                                   | 7,315      | 7,989       | (674)      |  |
| 61 Community Services                       | 0                                       | 1,225      | 1,223       |            |  |
| Total Expenses                              | 1,043,670                               | 1,308,973  | 1,351,749   | (42,776)   |  |
| Change in Net Assets                        | 3,330                                   | (271,425)  | (266,758)   | (4,667)    |  |
|   | \$ 3,330 \$                             |            |             | (4,667)    |  |
| · · · · · · · · · · · · · · · · · · ·       | <u> </u>                                | <u> </u>   | <u> </u>    | <u> </u>   |  |

#### **GOMEZ & COMPANY**

#### CERTIFIED PUBLIC ACCOUNTANTS 6750 W. LOOP SOUTH, SUITE 520

HOUSTON, TEXAS 77401 TEL: (713) 666-5900 FAX: (713) 666-1049 http://www.gomezandco.com

# REPORT ON COMPLIANCE AND ON INTERNAL CONTROL OVER FINANCIAL REPORTING BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS

To The Board of Directors of Cosmos Foundation, Inc. dba Harmony Science Academy Houston, Texas

We have audited the financial statements of Cosmos Foundation, Inc. dba Harmony Science Academy (HSA) as of and for the year ended August 31, 2003, and have issued our report thereon dated January 21, 2004. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States.

#### Compliance

As part of obtaining reasonable assurance about whether HSA's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grants, noncompliance with which could have a direct and material effect on the determination of financial statements amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance that are required to be reported under Government Auditing Standards.

#### Internal Control Over Financial Reporting

In planning and performing our audit, we considered HSA's internal control over financial reporting in order to determine our auditing procedures for the purpose of expressing our opinion on the financial statements and not to provide assurance on the internal control over financial reporting. Our consideration of the internal control over financial reporting would not necessarily disclose all matters in the internal control over financial reporting that might be material weaknesses. A material weakness is a condition in which the design or operation of one or more of the internal control components does not reduce to a relatively low level the risk that misstatements in amounts that would be material in relation to the financial statements being audited may occur and not be detected within a timely period by employees in the normal course of performing their assigned functions. We noted no matters involving the internal control over financial reporting and its operation that we considered to be material weaknesses.

We also noted other matters involving the internal control over financial reporting, which we have reported to management of HSA in a separate letter dated January 21, 2004.

This report is intended for the information of the board of directors, management and the federal awarding agencies. However, this report is matter of public record, and its distribution is not limited.

January 21, 2004

## **GOMEZ & COMPANY**

#### CERTIFIED PUBLIC ACCOUNTANTS 6750 W. LOOP SOUTH, SUITE 520

HOUSTON, TEXAS 77401 TEL: (713) 666-5900 FAX: (713) 666-1049 http://www.gomezandco.com

# INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE WITH REQUIREMENTS APPLICABLE TO EACH MAJOR PROGRAM AND INTERNAL CONTROL OVER COMPLIANCE IN ACCORDANCE WITH OMB CIRCULAR A-133

To The Board of Directors of Cosmos Foundation, Inc. dba Harmony Science Academy Houston, Texas

### Compliance

We have audited the compliance of Cosmos Foundation, Inc. dba Harmony Science Academy (HSA) with the types of compliance requirements described in the U.S. Office of Management and Budget (OMB) Circular A-133 Compliance Supplement that are applicable to each of its major federal programs for the thirteen months ended August 31, 2003. HSA's major federal programs are identified in the summary of auditor's result section of the accompanying schedule of findings and questioned costs. Compliance with the requirements of laws, regulations, contracts and grants applicable to each of its major federal programs is the responsibility of HSA's management. Our responsibility is to express an opinion on HSA's compliance based on our audit.

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in Government Auditing standards, issued by the Comptroller General of the United States; and OMB Circular A-133, Audits of States, Local Governments, and Non-Profit Organization. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about HSA's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination on HSA's compliance with those requirements.

In our opinion, HSA complied, in all material respects, with the requirements referred to above that are applicable to each of its major federal programs for the year ended August 31, 2003.

#### Internal Control Over Compliance

The management of HSA is responsible for establishing and maintaining effective internal control over compliance with requirements of laws, regulations, contracts and grants applicable to federal programs. In planning and performing our audit, we considered HSA's internal control over compliance with requirements that could have a direct and material effect on a major federal program in order to determine our auditing procedures for the purpose of expressing our opinion on compliance and to test and report on internal control over compliance in accordance with OMB Circular A-133.

Our consideration of the internal control over compliance would not necessarily disclose all matters in the internal control that might be material weaknesses. A material weakness is a condition in which the design or operation of one or more of the internal control components does not reduce to a relatively low level the risk that noncompliance with the applicable requirements of law, regulations, contracts and

grants that would be material in relation to a major federal program being audited may occur and not be detected within a timely period by employees in the normal course of performing their assigned functions. We noted no matters involving the internal control over compliance and its operation that we consider to be material weaknesses.

This report is intended for the information of the board of directors, management and the federal awarding agencies and pass-through entities. However, this report is a matter of public record, and its distribution is not limited.

January 21, 2004

#### SCHEDULE OF FINDINGS AND QUESTIONED COSTS

## YEAR ENDED AUGUST 31, 2003

### Summary of Audit Results

- 1. Unqualified opinion issued on financial statements.
- 2. No reportable conditions or material weaknesses on internal control over financial statements.
- 3. No instances of noncompliance which is material to the financial statements.
- 4. No reportable conditions or material weaknesses on internal control over major programs.
- 5. Unqualified opinion issued on compliance with major programs.
- 6. The audit did not disclose any audit findings which are required to be reported under section .510 (a) of OMB A-133.
- 7. Major programs:

U.S. Department of Education
Passed – Through Texas Education Agency
Public Charter Schools Grant

CFDA Number 84.282A

- 8. A \$300,000.00 threshold was used to distinguish between Type A and Type B programs as described in section .520 (b) of OMB A-133.
- 9. Agency qualifies as a low-risk auditee.

| Current Year Findings  | Questioned <u>Costs</u> |
|--|-------------------------|
| No audit findings were noted as per governmental auditing standards and Section 510 (a) of OMB A-133         | <u>\$ -0-</u>           |
| Summary Schedule of Prior Year Findings  |                         |
| No audit findings were noted as per Section .300 (f) of OMB A-133 for the year months ended August 31, 2002. | <u>\$ -0-</u>           |

## SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

# YEAR ENDED AUGUST 31, 2003

| Federal Grantor/                         | Federal | Pass - Through     |              |
|--|---------|--------------------|--------------|
| Pass - Through Grantor/                  | CFDA    | Entity Identifying | Federal      |
| Program Title                            | Number  | Number             | Expenditures |
|  |         |                    |              |
| U.S. Department of Education             |         |                    |              |
| Passed - Through Texas Education Agency: |         |                    |              |
| Public Charter Schools Grant             | 84.282A | 259000635100123    | \$ 375,475   |
| IDEA - B, Formula                        | 84.027A | 3660001101846      | 32,940       |
| Title IV Safe & Drug Free                | 84.186A | 3691001101846      | 1,561        |
| Title IV Safe & Drug Free                | 84.186A | 3691001227816      | 637          |
| Title II, Part A - Teacher / Principal   | 84.367A | 3694501101846      | 11,572       |
| Title II, Part A - Teacher / Principal   | 84.367A | 3694501227816      | 5,274        |
| ESEA Title I                             | 84.010A | 3610101101846      | 36,289       |
| ESEA Title I                             | 84.010A | 3610101227816      | 18,002       |
| T-V Innovative                           | 84.298A | 3685001101846      | 1,146        |
| T-V Innovative                           | 84.298A | 3685001227816      | 492          |
| Enhancing Ed through Technology          | 84.318X | 2630001101846      | 1,127        |
| Total U.S. Department of Education       |         | •                  | 484,515      |
|  |         |                    |              |
| U.S. Department of Agriculture           | •       |                    |              |
| Passed - Through Texas Education Agency  |         |                    |              |
| Select Development                       | 10.550  | 7140201            | 0.050        |
| School Breakfast Program                 | 10.553  | 7140301            | 2,859        |
| National School Lunch                    | 10.555  | 7130301            | 54,002       |
| Total U.S. Department of Agriculture     |         |                    | 56,861       |
|  |         |                    |              |
|  |         | •                  |              |
| Total Federal Financial Assistance       |         |                    | \$ 541,376   |

# COSMOS FOUNDATION, INC. dba HARMONY SCIENCE ACADEMY NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS YEAR ENDED AUGUST 31, 2003

### **NOTE 1 - SIGNIFICANT ACCOUNTING POLICIES**

### Basis of Presentation

The accompanying schedule of federal, state and local awards is prepared on the accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of OMB Circular A-133, "Audits of States, Local Governments, and Non-Profit Organizations." Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of, the basic financial statements.

# FINANCIAL STATEMENTS AND SUPPLEMENTARY INFORMATION

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101-846-001 227-816-001 101-846-041

### **CERTIFICATE OF BOARD**

August 31, 2004

|   | ched Annual Financial and Compliance Report of Cosmos         |
|---|---|
| Foundation, Inc. dba Harmony Science Acade  | emy was reviewed and approved disapproved for the             |
| year ended August 31, 2004, at a meeting of | the governing body of said charter school on the 22 nd day of |
| <u>January</u> , 2005.                      |   |
|   |   |
|   |   |
| 2 4 1                                       | 11 1  |
| Call Fight                                  | Mount   |
| Law Oly                                     |   |
| Signature of Board Secretary                | Signature of Board President                                  |

### **GOMEZ & COMPANY**

CERTIFIED PUBLIC ACCOUNTANTS
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### **INDEPENDENT AUDITOR'S REPORT**

To The Board of Directors of Cosmos Foundation, Inc. dba Harmony Science Academy Houston, Texas

We have audited the accompanying statement of financial position of Cosmos Foundation, Inc. dba Harmony Science Academy (HSA) as of August 31, 2004, and the related statements of activities, functional expenses, and cash flows for the year then ended. These financial statements are the responsibility of HSA management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with generally accepted auditing standards and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of HSA as of August 31, 2004, and the changes in its net assets and its cash flows for the year then ended in conformity with accounting principles generally accepted in the United States of America.

In accordance with Government Auditing Standards, we have also issued our report dated December 14, 2004, on our consideration of HSA internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts and grants. That report is an integral part of an audit performed in accordance with Government Auditing Standards and should be read in conjunction with this report in considering the results of our audit.

Our audit was performed for the purpose of forming an opinion on the basic financial statements of HSA taken as a whole. The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis as required by U.S. Office of Management and Budget Circular A-133, "Audits of States, Local Governments, and Non-Profit Organizations", and is not a required part of the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, is fairly stated, in all material respects, in relation to the basic financial statements taken as a whole.

December 14, 2004

# STATEMENT OF FINANCIAL POSITION

# AUGUST 31, 2004

### **ASSETS**

| \$                                      | 68,569    |
|---|-----------|
|   | 156,010   |
|   | 122       |
|   | 136,177   |
|   | 76,605    |
|   | (58,393)  |
|   | 18,385    |
| \$                                      | 397,477   |
|   |           |
|   |           |
| \$.                                     | 197,610   |
|   | 2,231     |
|   | 162,607   |
|   | 245,236   |
| -, <del></del>                          | 607,684   |
|   |           |
|   | (210,207) |
| *************************************** |           |
|   | (210,207) |
| <u>\$</u>                               | 397,477   |
|   | \$        |

# STATEMENT OF ACTIVITIES

|                                       |              | Temporarily |              |
|---------------------------------------|--------------|-------------|--------------|
|                                       | Unrestricted | Restricted  | Total        |
| SUPPORT AND REVENUE                   |              |             |              |
|                                       |              |             |              |
| Federal grants                        | \$ 0         | \$ 552,487  | \$ 552,487   |
| State and local grants                |              | 2,557,185   | 2,557,185    |
| Donations                             | 199,492      |             | 199,492      |
| Other income                          | 112,188      |             | 112,188      |
| Net Assets released from restrictions | 3,109,672    | (3,109,672) | 0_           |
| Total Support and Revenue             | 3,421,352    | 0           | 3,421,352    |
| EXPENSES                              |              |             |              |
| Program Services                      | 3,455,616    | 0           | 3,455,616    |
| Total Expenses                        | 3,455,616    | 0           | 3,455,616    |
| Increase in net assets                | (34,264)     | 0           | (34,264)     |
| Net assets, beginning of year         | (175,943)    | •           | (175,943)    |
| Net assets, end of year               | \$ (210,207) | \$ 0        | \$ (210,207) |

# STATEMENT OF FUNCTIONAL EXPENSES

|                                      |   |              | Management | Total<br>Program |
|--------------------------------------|---|--------------|------------|------------------|
|                                      |   | School       | & General  | Expense          |
|                                      |   |              |            |                  |
| Salaries                             | \$                                      | 2,002,701 \$ | 0 \$       | 2,002,701        |
| Fringe benefits                      |   | 121,139      | 0          | 121,139          |
| Payroll taxes                        |   | 57,669       | 0          | 57,669           |
| Total personnel and related benefits | *****                                   | 2,181,509    | 0          | 2,181,509        |
|                                      |   |              |            |                  |
| Food purchases                       |   | 2,892        | 0          | 2,892            |
| Insurance                            |   | 30,206       | 0          | 30,206           |
| Supplies                             |   | 123,729      | 0          | 123,729          |
| Travel                               |   | 15,709       | 0          | 15,709           |
| Rent expense                         |   | 391,735      | 0          | 391,735          |
| Leases                               |   | 23,304       | 0          | 23,304           |
| Repair and maintenance               |   | 92,054       | 0          | 92,054           |
| Professional fees                    |   | 429,666      | 0          | 429,666          |
| Training                             |   | 125          | 0          | 125              |
| Utilities                            |   | 59,877       | 0          | 59,877           |
| Interest                             |   | 3,192        | 0          | 3,192            |
| Miscellaneous                        |   | 63,195       | 0          | 63,195           |
| Total expenses before depreciation   |   | 3,417,194    | 0_         | 3,417,194        |
| Depreciation                         | *************************************** | 38,422       | 0          | 38,422           |
| Total Expenses                       | \$                                      | 3,455,616 \$ | 0 \$       | 3,455,616        |

# STATEMENT OF CASH FLOWS

| Cash Flows From Operating Activities              |             |
|---|-------------|
| Increase (Decrease) in net assets                 | \$ (34,264) |
| Adjustments to reconcile net income (loss) to net |             |
| cash provided (used) by operating activities      |             |
| Depreciation                                      | 38,422      |
| (Increase) decrease in accounts receivable        | (29,523)    |
| (Increase) decrease in other assets               | (13,735)    |
| Increase (decrease) in accounts payable           | 1,790       |
| Increase (decrease) in other accrued liabilities  | 115,942     |
| Increase (decrease) in deferred expenses          | (1,852)     |
| Increase (decrease) in payroll taxes              | (11,583)    |
| Net Cash Provided (Used) by Operating Activities  | 65,197      |
| Cash Flows From Investing Activities              |             |
| Purchases of fixed assets                         | (64,697)    |
| Net Cash Provided (Used) by Investing Activities  | (64,697)    |
| Cash Flows From Financing Activities              |             |
| Proceeds from debt                                | 79,953      |
| Payments on debt                                  | (69,663)    |
| Net Cash Provided (Used) by Financing Activities  | 10,290      |
| NET INCREASE (DECREASE) IN CASH                   | 10,790      |
| CASH AT BEGINNING OF YEAR                         | 57,779      |
| CASH AT END OF YEAR                               | \$ 68,569   |
| Supplemental Disclosures                          |             |
| Cash Paid During the Year for:                    |             |
| Interest  | \$ 3,192    |

#### NOTES TO FINANCIAL STATEMENTS

### AUGUST 31, 2004

### A. Organization:

Cosmos Foundation, Inc. dba Harmony Science Academy (HSA) a nonprofit organization, provides curricula for students in grades 6 through 12. The school was incorporated in the State of Texas in September, 1999, under the Texas Non-Profit Corporation Act. The Internal Revenue Service determined that the organization was exempt from federal income tax under section 501(a) of the Internal Revenue Code as an organization described in Section 501(c)(3).

Pursuant to its charter granted by the State Board of Education in accordance with Texas Education Code Section 12, Subchapter D, Open-Enrollment Charter School, the Organization operations as part of the state public school system subject to all federal and state laws and rules governing public schools. The Organization is also subject to all laws and rules pertaining to open-enrollment charter schools in section 12 of the Texas Education Code.

### B. Summary of Significant Accounting Policies:

#### **BASIS OF PRESENTATION**

The Corporation adopted Statement of Financial Accounting Standards (SFAS) No. 117, "Financial Statements of Not-for-Profit Organizations". Under SFAS No. 117, the Corporation is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted; temporarily restricted; and permanently restricted. In addition, the Corporation is required to present a statement of cash flows.

### SUPPORT AND REVENUE:

Support and revenue are recorded based on the accrual method.

### CASH DONATIONS AND DONATED SERVICES:

Cash donations are considered to be available for unrestricted use unless specifically restricted by the donor. No amounts have been reflected in the financial statements for donated services since no objective basis is available to measure the value of such donations. Nevertheless a substantial number of volunteers have donated their time in connection with the program service and administration of the organization.

### NOTES TO FINANCIAL STATEMENTS

### AUGUST 31, 2004

### B. Summary of Significant Accounting Policies (Continued):

### CONTRIBUTIONS:

In accordance with Statement of Financial Accounting Standards (SFAS) No. 116, "Accounting for Contributions Received and Contributions Made," contributions received are recorded as unrestricted, temporarily restricted, or permanently restricted support depending on the existence or nature of any donor restrictions.

### PROPERTY AND EQUIPMENT:

Property and equipment purchased by HSA are recorded at cost. Donations of property and equipment are recorded at their fair value at the date of the gift. All assets acquired with a value in excess of \$1,000 for Houston campus and \$5,000 for Austin campus are recorded as fixed assets. Depreciation is provided on the straight-line method based upon estimated useful lives of ten years for equipment. Gains or losses on retired or sale of property and equipment are reflected in income for the period. The proceeds from such sales which are not legally required or expected to be reinvested in property and equipment are transferred to unrestricted net assets.

### PLEDGES AND ACCOUNTS RECEIVABLE:

Contributions are recognized when the donor makes a promise to give to HSA which is in substance, unconditional. Contributions that are restricted by the donor are reported as increases in unrestricted net assets if the restrictions expire in the year in which the contributions are recognized. All other donor-restricted contributions are reported as increases in temporarily or permanently restricted net assets depending on the nature of the restrictions. When a restriction expires, temporarily restricted net assets are reclassified to unrestricted net assets.

No provision has been made for uncollectible promises to give and accounts receivable as of the statement of financial position date, given that none have been identified.

### **FUNCTIONAL EXPENSES:**

Expenses are charged to each program based on direct expenditures incurred. Functional expenses which cannot readily be related to a specific program are charged to the various programs based upon hours worked, square footage, number of program staff, or other reasonable methods for allocating the organization's multiple function expenditures.

### NOTES TO FINANCIAL STATEMENTS

### **AUGUST 31, 2004**

### B. <u>Summary of Significant Accounting Policies (Continued):</u>

#### **INCOME TAXES:**

HSA qualifies as a tax-exempt organization under section 501 (c) (3) of the Internal Revenue Code and, therefore, has no provision for income taxes.

### CASH AND CASH EQUIVALENTS:

For purpose of the statement of cash flows, cash and cash equivalents are comprised of cash on hand and in banks.

### **ESTIMATES:**

The preparation of financial statements in conformity with generally accepted accounting principles requires HSA management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

### C. Pension Plan:

### Plan Description

The Academy contributes to the Teacher Retirement System of Texas (the system), a public employee retirement program. It is a cost-sharing, multi-employer defined benefit pension plan with one exception; all risks and costs are not shared by the charter school, but are the liability of the state of Texas. The System provides service retirement, disability retirement benefits and death benefits to plan members and beneficiaries. The System operates under the authority of provisions contained primarily in Texas Government code, Title 8, Public Retirement Systems, Subtitle C, Teacher Retirement System of Texas, which subject to amendment by the Texas Legislature. The System's annual financial report and other required disclosure information are available by writing the Teacher Retirement System of Texas, 1000 Red River, and Austin, Texas 78701-2698 or by calling (800) 877-0123.

### Funding Policy

Under provisions in State law, plan members are required to contribute 6.9% of their annual covered salary and the State of Texas contributes an amount equal to 6.0% of the charter school's covered payroll. In certain instances the reporting entity (school district, charter school, college, university, or state agency) is required to make all or a portion of the State's 6.0% contribution.

### NOTES TO FINANCIAL STATEMENTS

### AUGUST 31, 2004

### C. <u>Pension Plan: Funding Policy (Continued):</u>

Contribution requirements are not actuarially determined but are legally established each biennium pursuant to the following funding policy: (1) The State constitution requires the legislature to establish a member contribution rate of not less than 6.0% of the member's annual compensation and a State contribution rate of not less than 6.0% and not more than 10.0% of the aggregate annual compensation of all members of the system during that fiscal year; (2) A state statute prohibits benefit improvements or contribution reductions if, as a result of a particular action, the time required to amortize the System's unfunded actuarial liabilities would be increased to a period that exceeds 30 years by one or more years. State contributions to the System made on behalf of Cosmos Foundation, Inc. dba Harmony Science Academy employees for the year ended August 31, 2004 were \$87,175 for Houston campus,\$34,131 for Austin campus, and \$-0- for Dallas respectively.

### D. <u>Budget:</u>

The official school budget is prepared for adoption for required Governmental Fund Types. The annual budget is adopted on a basis consistent with generally accepted accounting principles and is formally adopted by the Board of Directors

### E. Operating Lease Commitment:

HSA is currently leasing its office equipment and building on a non-cancelable operating lease.

HSA minimum annual lease commitment is as follows:

| Year months ending August 31, | Amount              |
|-------------------------------|---------------------|
| 2005                          | \$ 721,736          |
| 2006                          | 729,134             |
| 2007                          | 718,512             |
| Total                         | <u>\$ 2,169,382</u> |

Operating lease expense amounted to \$415,039 for the year ended August 31, 2004.

### NOTES TO FINANCIAL STATEMENTS

### AUGUST 31, 2004

### F. Notes Payable:

The Organization's obligations under notes payable consists of the following:

| Notes payable to bank, due within one year or on demand, secured by agency assets.                           | \$        | 29,863  |
|--|-----------|---------|
| Note payable to a bank, in monthly installments of \$1,126 interest at 9.5% per annum, secured by equipment. |           | 13,859  |
| Various notes payable to individuals, payable on demand non interest bearing, unsecured                      |           | 201,514 |
| Total notes payable  | <u>\$</u> | 245,236 |
| Maturities of notes payable over the next five years are as follows:   |           |         |
| Year Ending August 31,<br>2005   | <u>\$</u> | 245,236 |
| Total  | \$        | 245,236 |

### G. Commitments and Contingencies

Cosmos Foundation, Inc. dba Harmony Science Academy receives funds through state and federal programs that are governed by various statutes and regulations. State program funding is based primarily on student attendance data submitted to the Texas Education Agency and is subject to audit and adjustment. Expenses charged to federal programs are subject to audit and adjustment by the grantor agency. The programs administered by the charter school have complex compliance requirements, and should state or federal auditors discover areas of noncompliance, charter school funds may be subject to refund if so determined by the Texas Education Agency or the grantor agency.

### H. Health Care Coverage

During the year ended August 31, 2004, employees of HSA were covered by a group insurance plan. The school paid premiums up to \$150 for Houston campus and \$150 for Austin campus per month per employee (depending upon coverage selected) to the plan and employees, at their option, authorized payroll withholdings to pay premiums for dependents. All premiums were paid to a licensed insurer.

### **GOMEZ & COMPANY**

CERTIFIED PUBLIC ACCOUNTANTS 6750 W. LOOP SOUTH, SUITE 520 HOUSTON, TEXAS 77401 TEL: (713) 666-5900

FAX: (713) 666-1049 http://www.gomezandco.com

### INDEPENDENT AUDITOR'S REPORT ON SUPPLEMENTARY INFORMATION

To The Board of Directors of Cosmos Foundation, Inc. dba Harmony Science Academy Houston, Texas

Our report on our audit of the consolidated financial statement of Cosmos Foundation, Inc. dba Harmony Science Academy (HSA) for year ended August 31, 2004 appears on page 1. The audit was conducted for the purpose of forming an opinion on the financial statements taken as a whole. The Financial Statements and Schedules for Individual Charter School are presented for purposes of additional analysis and are not a required part of the consolidated financial statements. Such information has been subjected to the auditing procedures applied in the audit of the consolidated financial statements and, in our opinion, is fairly stated in all material respects in relation to the consolidated financial statements taken as a whole.

December 14, 2004

# HOUSTON CAMPUS

### STATMENT OF FINANCIAL POSITION

# AUGUST 31, 2004

### **ASSETS**

| Assets: Cash Grants Receivable Building Equipment and Funiture Accumulated Depreciation Other assets | \$ | 61,928<br>153,372<br>136,177<br>76,605<br>(58,393)<br>4,650 |
|--|----|---|
| Total Assets   | \$ | 374,340   |
| LIABILITIES AND NET ASSETS   |    |   |
| Liabilities: Accounts Payable Payroll Taxes Payable Notes Payable Accrued Liabilities                | \$ | 192,807<br>2,231<br>47,086<br>115,942                       |
| Total Liabilities  |    | 358,065   |
| Net Assets: Unrestricted Restricted  |    | 16,275  |
| Total Net Assets   | -  | 16,275  |
| Total Liabilities and Net Assets   | \$ | 374,340   |

# **AUSTIN CAMPUS**

### STATEMENT OF FINANCIAL POSITION

# AUGUST 31, 2004

### **ASSETS**

| Assets:                          |                     |           |
|----------------------------------|---------------------|-----------|
| Cash                             | \$                  | 3,050     |
| Grants Receivable                |                     | 2,760     |
| Other assets                     | <del></del>         | 0         |
| Total Assets                     | \$                  | 5,810     |
| LIABILITIES AND NET ASSETS       |                     |           |
| Liabilities:                     |                     |           |
| Accounts Payable                 | \$                  | 51,468    |
| Notes Payable                    | <del></del>         | 168,150   |
| Total Liabilities                | <del>Viguras,</del> | 219,618   |
| Net Assets:                      |                     |           |
| Unrestricted                     |                     | (213,808) |
| Restricted                       | <del>-,</del>       |           |
| Total Net Assets                 |                     | (213,808) |
| Total Liabilities and Net Assets | \$                  | 5.810     |

# DALLAS CAMPUS

# STATEMENT OF FINANCIAL POSITION

# AUGUST 31, 2004

| A | S | 5 | E | Ţ | S |  |
|---|---|---|---|---|---|--|
|   |   |   |   |   |   |  |

| _            |                                  |   |          |
|--------------|----------------------------------|---|----------|
| Assets:      |                                  |   |          |
| Cash         |                                  | \$                                      | 3,591    |
| Grants Rece  | ivable                           |   | 0        |
| Other assets |                                  | **************************************  | 13,735   |
|              | Total Assets                     | \$                                      | 17,326   |
| LIABILITIE   | ES AND NET ASSETS                |   |          |
| Liabilities: |                                  |   |          |
| Accounts Pa  | yable                            | \$                                      | 0        |
| Notes Payab  | le                               |   | 30,000   |
|              |                                  |   |          |
|              | Total Liabilities                |   | 30,000   |
|              |                                  |   |          |
| Net Assets:  |                                  |   |          |
| Unrestricted |                                  |   | (12,674) |
| Restricted   |                                  |   |          |
|              |                                  |   |          |
|              | Total Net Assets                 | *************************************** | (12,674) |
|              |                                  | ,                                       |          |
|              | Total Liabilities and Net Assets | <u>\$</u>                               | 17,326   |

# HOUSTON CAMPUS

### SUPPLEMENTAL STATEMENT OF ACTIVITIES

|   | Į  | Unrestricted     |            | Temporarily<br>Restricted | Total            |
|---|----|------------------|------------|---------------------------|------------------|
|   |    |                  |            | -                         | <br>             |
| REVENUES  |    |                  |            |                           |                  |
| Local Support:  |    |                  |            |                           |                  |
| 5740 Other Revenues from Local Sources  | \$ | 57,102           | \$         | 0                         | \$<br>57,102     |
| 5750 Food Service Sales   |    | 718              | ********** | :                         | <br>718          |
| Total Local Support   |    | 57,820           |            | 0                         | 57,820           |
| State Program Revenues:   |    |                  |            |                           |                  |
| 5810 Foundation School Program Act Revenues   | 3  |                  |            | 2,001,485                 | 2,001,485        |
| 5820 State Program Revenues Distributed by  |    |                  |            |                           |                  |
| Texas Education Agency  |    |                  |            | 10,759                    | 10,759           |
| 5830 State Revenues from State of Texas   |    |                  |            |                           |                  |
| Government Agencies (Other than   |    |                  |            |                           |                  |
| Texas Education Agency)   |    |                  |            | 18,335                    | <br>18,335       |
| Total State Program Revenues  |    | 0                |            | 2,030,579                 | 2,030,579        |
| Federal Program Revenues:   |    |                  |            |                           |                  |
| 5920 Federal Revenues Distributed by  |    |                  |            |                           |                  |
| Texas Education Agency  |    |                  |            | 215,722                   | <br>215,722      |
| Total Federal Program Revenues  |    | 0                |            | 215,722                   | 215,722          |
| Net assets released from restrictions:  |    |                  |            |                           |                  |
| Restrictions satisfied by payments  |    | 2,246,301        |            | (2,246,301)               |                  |
| Total Revenues  |    | 2,304,121        |            | 0                         | <br>2,304,121    |
| EXPENSES  |    |                  |            |                           |                  |
| <del></del>   |    | 1 222 522        |            |                           | 1 222 520        |
| 11 Instruction  |    | 1,333,532<br>406 |            |                           | 1,333,532<br>406 |
| 12 Instructional Resources and Media Services   |    |                  |            |                           |                  |
| 13 Curriculum and Staff Development   |    | 14,807<br>233    |            | Paris State State         | 14,807<br>233    |
| 21 Instructional Leadership   |    |                  |            |                           | _                |
| <ul><li>23 School Leadership</li><li>31 Guidance, Counseling and Evaluation</li></ul> |    | 3,362            |            |                           | 3,362            |

### **HOUSTON CAMPUS**

# SUPPLEMENTAL STATEMENT OF ACTIVITIES

|  | Temporarily      |             |                  |
|--|------------------|-------------|------------------|
|  | Unrestricted     | Restricted  | Total            |
| 33 Health Services                         | 42               |             | 42               |
| 34 Student (Pupil) Transportation          | 264              |             | 264              |
| 35 Food Services                           | 99,372           |             | 99,372           |
| 36 Cocurricular/Extracurricular Activities | 3,898            |             | 3,898            |
| 41 General Administration                  | 539,452          |             | 539,452          |
| 51 Plant maintenence and Operations        | 374,883          |             | 374,883          |
| 52 Security and Monitoring Services        | 6,050            |             | 6,050            |
| 53 Data Processing Services                | 2,360            |             | 2,360            |
| Total Expenses                             | 2,378,661        | 0           | 2,378,661        |
| Change in Net Assets                       | (74,539)         |             | (74,539)         |
| Net Assets, beginning of year              | 90,814           |             | 90,814           |
| Net Assets, ending of year                 | <u>\$ 16,275</u> | <u>\$</u> 0 | <u>\$ 16,275</u> |

### **AUSTIN CAMPUS**

# SUPPLEMENTAL STATEMENT OF ACTIVITIES

|   |              | Temporarily   |              |  |  |
|---|--------------|---------------|--------------|--|--|
|   | Unrestricted | Restricted    | <u>Total</u> |  |  |
| REVENUES                                    |              |               |              |  |  |
| Local Support:                              |              |               |              |  |  |
| 5740 Other Revenues from Local Sources      | \$ 201,575   | \$ 0          | \$ 201,575   |  |  |
| 5750 Other Revenue                          | 31,550       | <b>y</b> . 0. | 31,550       |  |  |
| Total Local Support                         | 233,125      | 0             | 233,125      |  |  |
| Total Local Support                         | 233,123      | U             | 233,123      |  |  |
| State Program Revenues:                     |              |               |              |  |  |
| 5810 Foundation School Program Act Revenues | 5.           | 491,434       | 491,434      |  |  |
| 5820 State Program Revenues Distributed by  |              |               |              |  |  |
| Texas Education Agency                      |              | 1,041         | 1,041        |  |  |
| 5830 State Revenues from State of Texas     |              |               |              |  |  |
| Government Agencies (Other than             |              |               |              |  |  |
| Texas Education Agency)                     |              | 34,134        | 34,134       |  |  |
| Total State Program Revenues                | 0            | 526,609       | 526,609      |  |  |
| Federal Program Revenues:                   |              |               |              |  |  |
| 5920 Federal Revenues Distributed by        |              |               |              |  |  |
| Texas Education Agency                      |              | 336,765       | 336,765      |  |  |
| Total Federal Program Revenues              | 0            | 336,765       | 336,765      |  |  |
| Net assets released from restrictions:      |              |               |              |  |  |
| Restrictions satisfied by payments          | 863,374      | (863,374)     |              |  |  |
| Total Revenues                              | 1,096,499    | 0             | 1,096,499    |  |  |
|   |              |               |              |  |  |
| EXPENSES                                    |              |               |              |  |  |
| 11 Instruction                              | 476,930      |               | 476,930      |  |  |
| 12 Resource & Media                         | 29,200       |               | 29,200       |  |  |
| 13 Curriculum and Staff Development         | 887          |               | 887          |  |  |
| 23 School Leadership                        | 74,256       |               | 74,256       |  |  |
| 33 Health Services                          | 2,594        |               | 2,594        |  |  |

### **AUSTIN CAMPUS**

# SUPPLEMENTAL STATEMENT OF ACTIVITIES

|  |              | Temporarily |              |  |
|--|--------------|-------------|--------------|--|
|  | Unrestricted | Resricted   | Total        |  |
| 35 Food Services                           | 36,525       |             | 36,525       |  |
| 36 Cocirricular/Extracirricular Activities | 6,697        |             | 6,697        |  |
| 41 General Administration                  | 130,629      |             | 130,629      |  |
| 51 Plant maintenence and Operations        | 284,265      |             | 284,265      |  |
| 52 Security Services                       | 611          |             | 611          |  |
| 61 Community Services                      | 955          |             | 955          |  |
| Total Expenses                             | 1,043,549    | 0           | 1,043,549    |  |
| Change in Net Assets                       | 52,950       | 0           | 52,950       |  |
| Net Assets, beginning of year              | (266,758)    | 0           | (266,758)    |  |
| Net Assets, ending of year                 | \$ (213,808) | \$0_        | \$ (213,808) |  |

# DALLAS CAMPUS

### SUPPLEMENTAL STATEMENT OF ACTIVITIES

|  | Unre         | stricted   | Temporarily Restricted |             |               | Total    |  |
|--|--------------|--|------------------------|-------------|---------------|----------|--|
| REVENUES                               |              |  |                        |             |               |          |  |
| Local Support:                         |              |  |                        |             |               |          |  |
| 5740 Other Revenues from Local Sources | \$           | 20,732   | \$                     | 0           | \$            | 20,732   |  |
| Total Local Support                    |              | 20,732   |                        | 0           |               | 20,732   |  |
| Net assets released from restrictions: |              |  |                        |             |               |          |  |
| Restrictions satisfied by payments     | <del></del>  | and the second s |                        | · · · · · · | <del></del> , |          |  |
| Total Revenues                         | ·            | 20,732   | ·                      | 0           |               | 20,732   |  |
| EXPENSES                               |              |  |                        |             |               |          |  |
| 11 Instruction                         |              | 19,671   |                        |             |               | 19,671   |  |
| 51 Plant maintenence and Operations    |              | 13,735   |                        | 0           |               | 13,735   |  |
| Total Expenses                         | <u> </u>     | 33,406   | <del></del>            | 0           | <del></del>   | 33,406   |  |
| Change in Net Assets                   | <del> </del> | 12,674   |                        | 0           |               | (12,674) |  |
| Net Assets, ending of year             | \$           | (12,674)   | <u>\$</u>              | 0           | <u>\$</u>     | (12,674) |  |

# **HOUSTON CAMPUS**

# STATEMENT OF CASH FLOWS

| Cash Flows From Operating Activities              |  |          |
|---|--|----------|
| Increase (Decrease) in net assets                 | \$   | (74,539) |
| Adjustments to reconcile net income (loss) to net |  |          |
| cash provided (used) by operating activities      |  |          |
| Depreciation                                      |  | 38,422   |
| (Increase) decrease in accounts receivable        |  | (30,947) |
| Increase (decrease) in accounts payable           |  | (12,599) |
| Increase (decrease) in other accrued liabilities  |  | 115,942  |
| Increase (decrease) in deferred expenses          |  | (1,852)  |
| Increase (decrease) in payroll taxes              | ***************************************          | (11,583) |
| Net Cash Provided (Used) by Operating Activities  | ***************************************          | 22,844   |
| Cash Flows From Investing Activities              |  |          |
| Plant & equipment purchases                       |  | (64,697) |
| Net Cash Provided (Used) by Investing Activities  |  | (64,697) |
| Cash Flows From Financing Activities              |  |          |
| Proceeds from debt                                |  | 49,953   |
| Payments on debt                                  | ***************************************          | (2,867)  |
| Net Cash Provided (Used) by Financing Activities  | <del>.,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,</del> | 47,086   |
| NET INCREASE (DECREASE) IN CASH                   |  | 5,233    |
| CASH AT BEGINNING OF YEAR                         | -  | 56,695   |
| CASH AT END OF YEAR                               | <u>\$</u>  | 61,928   |
| Supplemental Disclosures                          |  |          |
| Cash Paid During the Year for:                    |  |          |
| Interest  | \$   | 553      |

### **AUSTIN CAMPUS**

# STATEMENT OF CASH FLOWS

| Cash Flows From Operating Activities              |                 |
|---|-----------------|
| Increase (Decrease) in net assets                 | \$ 52,950       |
| Adjustments to reconcile net income (loss) to net |                 |
| cash provided (used) by operating activities      |                 |
| (Increase) decrease in accounts receivable        | 1,423           |
| Increase (decrease) in accounts payable           | 14,389          |
| Net Cash Provided (Used) by Operating Activities  | 68,762          |
| Cash Flows From Investing Activities              |                 |
| Cash Flows From Financing Activities              |                 |
| Payments on debt                                  | (66,796)        |
| Net Cash Provided (Used) by Financing Activities  | (66,796)        |
| NET INCREASE (DECREASE) IN CASH                   | 1,966           |
| CASH AT BEGINNING OF YEAR                         | 1,084           |
| CASH AT END OF YEAR                               | \$ 3,050        |
| Supplemental Disclosures                          |                 |
| Cash Paid During the Year for:                    |                 |
| Interest  | <b>\$</b> 2,639 |

# DALLAS CAMPUS

### STATEMENT OF CASH FLOWS

| Cash Hows Hom Operating Mentation                | m (10.67)  | 45          |
|--|------------|-------------|
| Increase (Decrease) in net assets                | \$ (12,674 | 1)          |
| Adjustments to reconcile net income to cash:     |            |             |
| (Increase) decrease in other assets              | (13,735    | 5)          |
| Net Cash Provided (Used) by Operating Activities | (26,409    | ))          |
| Cash Flows From Financing Activities             |            |             |
| Proceeds from debt                               | 30,000     | ١           |
| Froceeds from debt                               |            | <u>!</u>    |
| Net Cash Provided (Used) by Financing Activities | 30,000     | )           |
|  |            |             |
| NET INCREASE (DECREASE) IN CASH                  | 3,591      | <del></del> |
|  |            |             |
| CASH AT END OF YEAR                              | \$3,591    |             |
|  |            |             |
| Supplemental Disclosures                         |            |             |
| Cash Paid During the Year for:                   |            |             |
| Interest   | 3          | 0           |

# **HOUSTON CAMPUS**

# SCHEDULE OF EXPENSES

| Expenses                                  |                     |           |
|---|---------------------|-----------|
| 6100 Payroll Costs                        | \$                  | 1,532,853 |
| 6200 Professional and Contracted Services |                     | 631,468   |
| 6300 Supplies and Materials               |                     | 104,144   |
| 6400 Other Operating Costs                |                     | 109,642   |
| 6500 Debt                                 | samuel and a second | 553       |
| Total Expenses                            | \$                  | 2,378,661 |

# **AUSTIN CAMPUS**

# SCHEDULE OF EXPENSES

| Expenses                                  | • • • • • • • • |           |
|---|-----------------|-----------|
| 6100 Payroll Costs                        | \$ 635,4        | 57        |
| 6200 Professional and Contracted Services | 322,6           | 02        |
| 6300 Supplies and Materials               | 54,9            | 03        |
| 6400 Other Operating Costs                | 27,9            | 49        |
| 6500 Debt                                 | 2,6             | <u>39</u> |
| Total Expenses                            | \$ 1.043.5      | 49        |

# DALLAS CAMPUS

# SCHEDULE OF EXPENSES

| Expenses                                  |              |
|---|--------------|
| 6100 Payroll Costs                        | \$<br>13,200 |
| 6200 Professional and Contracted Services | 13,735       |
| 6300 Supplies and Materials               | 4,906        |
| 6400 Other Operating Costs                | <br>1,565    |
| Total Expenses                            | \$<br>33,406 |

### **HOUSTON CAMPUS**

# SCHEDULE OF CAPITAL ASSETS

|  | Ownership Interest |      |            |         |  |
|--|--------------------|------|------------|---------|--|
|  | Local              |      | State      | Federal |  |
| 1110 Cash  | \$                 | 0 \$ | 61,928 \$  | 0       |  |
| 1510 Land and Improvements<br>1520 Buildings and Improvements<br>1531 Vehicles |                    |      | 136,177    |         |  |
| 1539 Furniture and Equipment   |                    | 0    | 76,605     |         |  |
| Total Property and Equipment   | \$                 | 0 \$ | 274,710 \$ | 0       |  |

# **AUSTIN CAMPUS**

# SCHEDULE OF CAPITAL ASSETS

|   | Ownership Interest |      |          |         |  |  |  |
|---|--------------------|------|----------|---------|--|--|--|
|   | Local              |      | State    | Federal |  |  |  |
| 1110 Cash<br>1510 Land and Improvements<br>1520 Buildings and Improvements<br>1531 Vehicles<br>1539 Furniture and Equipment | \$                 | 0 \$ | 3,050 \$ | 0       |  |  |  |
| Total Property and Equipment  | \$                 | 0 \$ | 3,050 \$ | 0       |  |  |  |

### **DALLAS CAMPUS**

### SCHEDULE OF CAPITAL ASSETS

|   | Ownership Interest |      |          |         |  |  |
|---|--------------------|------|----------|---------|--|--|
|   | Local              |      | State    | Federal |  |  |
| 1110 Cash 1510 Land and Improvements 1520 Buildings and Improvements 1531 Vehicles 1539 Furniture and Equipment | \$                 | 0.\$ | 3,591 \$ | 0       |  |  |
| Total Property and Equipment  | \$                 | 0 \$ | 3,591_\$ | 0       |  |  |

# HOUSTON CAMPUS

# BUDGETARY COMPARISON SCHEDULE

|   |    | Budgeted Amounts |           |           | Variance   |
|---|----|------------------|-----------|-----------|------------|
|   |    |                  |           | Actual    | from Final |
|   |    | Original         | Final     | Amounts   | Budget     |
| Revenues                                      |    |                  |           |           |            |
| Local Support:                                |    |                  |           |           |            |
| 5740 Other Revenues From Local Sources        | \$ | 10,000 \$        | 68,500 \$ | 57,102 \$ | (11,398)   |
| 5750 Food Service Sales                       |    | 9,000            | 4,000     | 718       | (3,282)    |
| Total Local Support                           |    | 19,000           | 72,500    | 57,820    | (14,680)   |
| State Program Revenues:                       |    |                  |           |           |            |
| 5810 Foundation School Program Act Revenues   |    | 2,218,103        | 1,972,611 | 2,001,485 | 28,874     |
| 5820 State Program Revenues Dist. By TEA      |    | 11,750           | 11,750    | 10,759    | (991)      |
| 5830 State Revenues-Texas Govt. Agencies      |    | 42,000           | 42,000    | 18,335    | 23,665     |
| Total State Program Revenues                  |    | 2,271,853        | 2,026,361 | 2,030,579 | 4,218      |
| Federal Program Revenues:                     |    |                  |           |           |            |
| 5920 Federal Revenues Dist. By TEA            |    | 101,876          | 186,500   | 215,722   | 29,222     |
| Total Federal Program Revenues                |    | 101,876          | 186,500   | 215,722   | 29,222     |
| Total Revenues                                | ·  | 2,392,729        | 2,285,361 | 2,304,121 | 18,760     |
| Expenses                                      |    |                  | •         |           |            |
| 11 Instruction                                |    | 1,301,862        | 1,251,507 | 1,333,532 | (82,025)   |
| 12 Instructional Resources and Media Services |    | 0                | 0         | 406       | (406)      |
| 13 Curriculum and Staff Development           |    | 28,000           | 21,000    | 14,807    | 6,193      |
| 21 Instructional Leadership                   |    | 0,               | 0         | 233       | (233)      |
| 23 School Leadership                          |    | 69,454           | 3,204     | 3,362     | (158)      |
| 31 Counseling                                 |    | 10,000           | 0         | 0         | 0          |
| 33 Health Services                            |    | 26,766           | 0         | 42        | (42)       |
| 34 Student (Pupil) Transportation             |    | 0                | 0         | 264       | (264)      |
| 35 Food Services                              |    | 70,500           | 95,200    | 99,372    | (4,172)    |
| 36 Cocurricular/Extracurricular Activities    |    | 15,368           | 4,418     | 3,898     | 520        |
| 41 General Administration                     |    | 383,569          | 483,769   | 539,452   | (55,683)   |
| 51 Plant Maintenence and Operations           |    | 343,161          | 343,161   | 374,883   | (31,722)   |

# HOUSTON CAMPUS

# BUDGETARY COMPARISON SCHEDULE

|                                     |           | Budgeted Amounts |            | Actual    | Variance<br>from Final |  |
|-------------------------------------|-----------|------------------|------------|-----------|------------------------|--|
|                                     |           | Original         | Final      | Amounts   | Budget                 |  |
| 52 Security and Monitoring Services |           | 1,500            | 2,300      | 6,050     | (3,750)                |  |
| 53 Data Processing Services         |           | 1,500            | 2,300      | 2,360     | (60)                   |  |
| 81 Fund Raising                     |           | 14,000           | 0          | 0         | 0                      |  |
| Total Expenses                      |           | 2,265,680        | 2,206,859  | 2,378,661 | (171,802)              |  |
| Change in Net Assets                |           | 127,049          | 78,502     | (74,539)  | (153,041)              |  |
| Net Assets, beginning of year       | 7         | 133,242          | 133,242    | 90,814    | 0_                     |  |
| Net Assets, end of year             | <u>\$</u> | 260,291 \$       | 211,744 \$ | 16,275 \$ | (153,041)              |  |

# **AUSTIN CAMPUS**

### BUDGETARY COMPARISON SCHEDULE

|   | Budgeted Amounts |           |           |               | Variance   |
|---|------------------|-----------|-----------|---------------|------------|
|   |                  |           |           | Actual        | from Final |
|   |                  | Original  | Final     | Amounts       | Budget     |
| Revenues                                    |                  |           |           |               |            |
| Local Support:                              |                  |           |           | 1             |            |
| 5740 Other Revenues From Local Sources      | \$               | 0 \$      | 201,942   | \$ 201,575 \$ | (367)      |
| 5750 Food Service Sales                     |                  | 18,500    | 31,467    | 31,550        | 83         |
| Total Local Support                         |                  | 18,500    | 233,409   | 233,125       | (284)      |
| State Program Revenues:                     |                  |           |           |               |            |
| 5810 Foundation School Program Act Revenues | 5                | 1,065,500 | 491,104   | 491,434       | 330        |
| 5820 School Program Revenues Dist. By TEA   |                  | 0         | 1,041     | 1,041         | 0          |
| 5830 State Revenues-Texas Govt. Agencies    |                  | 0         | 34,138    | 34,134        | (4)        |
| Total State Program Revenues                |                  | 1,065,500 | 526,283   | 526,609       | 326        |
| Federal Program Revenues:                   |                  |           |           |               |            |
| 5920 Federal Revenues Distributed By TEA    |                  | 345,000   | 334,793   | 336,765       | 1,972      |
| Total Federal Program Revenues              |                  | 345,000   | 334,793   | 336,765       | 1,972      |
| Total Revenues                              |                  | 1,429,000 | 1,094,485 | 1,096,499     | 2,014      |
| Expenses                                    |                  |           |           |               |            |
| 11 Instruction                              |                  | 519,275   | 474,069   | 476,930       | (2,861)    |
| 12 Resource & Media                         |                  | 47,975    | 32,754    | 29,200        | 3,554      |
| 13 Curriculum and Staff Development         |                  | 6,000     | 890       | 887           | 3          |
| 23 School Leadership                        |                  | 111,220   | 74,272    | 74,256        | 16         |
| 33 Health Services                          |                  | 0         | 2,595     | 2,594         | 1          |
| 35 Food Services                            |                  | 70,000    | 36,535    | 36,525        | 10         |
| 36 Cocurricular/Extracurricular Activities  |                  |           | 6,697     | 6,697         | 0          |
| 41 General Administration                   |                  | 128,490   | 125,706   | 130,629       | (4,923)    |
| 51 Plant Maintenence and Operations         |                  | 304,335   | 284,251   | 284,265       | (14)       |
| 52 Security Services                        |                  | 500       | 612       | 611           | 1          |
| 61 Community Services                       |                  | 0         | 0         | 955           | (955)      |
| 62 Administrative Support Services          |                  |           | 955       | e e e         | 955        |
| 71 Debt Service                             |                  | 240,000   | 0         | 0             | 0          |
| Total Expenses                              | ····             | 1,427,795 | 1,039,336 | 1,043,549     | (4,213)    |

# **AUSTIN CAMPUS**

### BUDGETARY COMPARISON SCHEDULE

|                               | Budget Amounts |          |              |                   | Variance             |
|-------------------------------|----------------|----------|--------------|-------------------|----------------------|
|                               |                | Priginal | Final        | Actual<br>Amounts | from Final<br>Budget |
| Change in Net Assets          |                | 1,205    | 55,149       | 52,950            | (2,199)              |
| Net Assets, beginning of year |                | 3,330    | (271,425)    | (266,758)         |                      |
| Net Assets, end of year       | \$             | 4,535 \$ | (216,276) \$ | (213,808) \$      | (2,199)              |

# DALLAS CAMPUS

#### BUDGETARY COMPARISON SCHEDULE

|  | Budgeted Amounts |                     |             | Variance   |
|--|------------------|---------------------|-------------|------------|
|  |                  |                     | Actual      | from Final |
|  | <u>Original</u>  | Final               | Amounts     | Budget     |
| Revenues                               |                  |                     |             |            |
| Local Support:                         |                  |                     |             |            |
| 5740 Other Revenues From Local Sources | <u>\$ 0</u>      | <u>\$ 82,000 \$</u> | 20,732 \$   | (61,268)   |
| Total Local Support                    | 0                | 82,000              | 20,732      | (61,268)   |
| Total Revenues                         | 0                | 82,000              | 20,732      | (61,268)   |
| Expenses                               |                  |                     |             |            |
| 11 Instruction                         | 0                | 19,495              | 19,671      | (176)      |
| 51 Plant Maintenence and Operations    | 0                | 46,900              | 13,735      | 33,165     |
| Total Expenses                         | 0                | 66,395              | 33,406      | 32,989     |
|  |                  |                     |             |            |
| Change in Net Assets                   | 0                | 15,605              | (12,674)    | (28,279)   |
| Net Assets, end of year                | \$ 0             | \$ 15,605 <b>\$</b> | (12,674) \$ | (28,279)   |

#### **GOMEZ & COMPANY**

#### CERTIFIED PUBLIC ACCOUNTANTS 6750 W. LOOP SOUTH, SUITE 520 HOUSTON, TEXAS 77401

TEL: (713) 666-5900 FAX: (713) 666-1049 http://www.gomezandco.com

# REPORT ON COMPLIANCE AND ON INTERNAL CONTROL OVER FINANCIAL REPORTING BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS

To The Board of Directors of Cosmos Foundation, Inc. dba Harmony Science Academy Houston, Texas

We have audited the financial statements of Cosmos Foundation, Inc. dba Harmony Science Academy (HSA) as of and for the year ended August 31, 2004, and have issued our report thereon dated December 14, 2004. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States.

#### Compliance

As part of obtaining reasonable assurance about whether HSA's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grants, noncompliance with which could have a direct and material effect on the determination of financial statements amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance that are required to be reported under Government Auditing Standards.

#### Internal Control Over Financial Reporting

In planning and performing our audit, we considered HSA's internal control over financial reporting in order to determine our auditing procedures for the purpose of expressing our opinion on the financial statements and not to provide assurance on the internal control over financial reporting. Our consideration of the internal control over financial reporting would not necessarily disclose all matters in the internal control over financial reporting that might be material weaknesses. A material weakness is a condition in which the design or operation of one or more of the internal control components does not reduce to a relatively low level the risk that misstatements in amounts that would be material in relation to the financial statements being audited may occur and not be detected within a timely period by employees in the normal course of performing their assigned functions. We noted no matters involving the internal control over financial reporting and its operation that we considered to be material weaknesses.

We also noted other matters involving the internal control over financial reporting, which we have reported to management of HSA in a separate letter dated December 14, 2004.

This report is intended for the information of the board of directors, management and the federal awarding agencies. However, this report is matter of public record, and its distribution is not limited.

December 14, 2004

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#### **GOMEZ & COMPANY**

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# INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE WITH REQUIREMENTS APPLICABLE TO EACH MAJOR PROGRAM AND INTERNAL CONTROL OVER COMPLIANCE IN ACCORDANCE WITH OMB CIRCULAR A-133

To The Board of Directors of Cosmos Foundation, Inc. dba Harmony Science Academy Houston, Texas

#### Compliance

We have audited the compliance of Cosmos Foundation, Inc. dba Harmony Science Academy (HSA) with the types of compliance requirements described in the U.S. Office of Management and Budget (OMB) Circular A-133 Compliance Supplement that are applicable to each of its major federal programs for the year ended ended August 31, 2004. HSA's major federal programs are identified in the summary of auditor's result section of the accompanying schedule of findings and questioned costs. Compliance with the requirements of laws, regulations, contracts and grants applicable to each of its major federal programs is the responsibility of HSA's management. Our responsibility is to express an opinion on HSA's compliance based on our audit.

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in Government Auditing standards, issued by the Comptroller General of the United States; and OMB Circular A-133, Audits of States, Local Governments, and Non-Profit Organization. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about HSA's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination on HSA's compliance with those requirements.

In our opinion, HSA complied, in all material respects, with the requirements referred to above that are applicable to each of its major federal programs for the year ended August 31, 2004.

#### Internal Control Over Compliance

The management of HSA is responsible for establishing and maintaining effective internal control over compliance with requirements of laws, regulations, contracts and grants applicable to federal programs. In planning and performing our audit, we considered HSA's internal control over compliance with requirements that could have a direct and material effect on a major federal program in order to determine our auditing procedures for the purpose of expressing our opinion on compliance and to test and report on internal control over compliance in accordance with OMB Circular A-133.

Our consideration of the internal control over compliance would not necessarily disclose all matters in the internal control that might be material weaknesses. A material weakness is a condition in which the design or operation of one or more of the internal control components does not reduce to a relatively low level the risk that noncompliance with the applicable requirements of law, regulations, contracts and grants that would be

material in relation to a major federal program being audited may occur and not be detected within a timely period by employees in the normal course of performing their assigned functions. We noted no matters involving the internal control over compliance and its operation that we consider to be material weaknesses.

This report is intended for the information of the board of directors, management and the federal awarding agencies and pass-through entities. However, this report is a matter of public record, and its distribution is not limited.

December 14, 2004 & Campany

#### SCHEDULE OF FINDINGS AND QUESTIONED COSTS

#### FOR THE YEAR ENDED AUGUST 31, 2004

#### Summary of Audit Results

- 1. Unqualified opinion issued on financial statements.
- 2. No reportable conditions or material weaknesses on internal control over financial statements.
- 3. No instances of noncompliance which is material to the financial statements.
- 4. No reportable conditions or material weaknesses on internal control over major programs.
- 5. Unqualified opinion issued on compliance with major programs.
- 6. The audit did not disclose any audit findings which are required to be reported under section .510 (a) of OMB A-133.
- 7. Major programs:

U.S. Department of Education
Passed – Through Texas Education Agency
Public Charter Schools Grant

CFDA Number 84.282A

- 8. A \$500,000.00 threshold was used to distinguish between Type A and Type B programs as described in section .520 (b) of OMB A-133.
- 9. Agency qualifies as a low-risk auditee.

| Current Year Findings   | Questioned<br>Costs |
|---|---------------------|
| No audit findings were noted as per governmental auditing standards and Section 510 (a) of OMB A-133  | <u>\$ -0-</u>       |
| Summary Schedule of Prior Year Findings   |                     |
| No audit findings were noted as per Section .300 (f) of OMB A-133 for the year ended August 31, 2004. | <u>\$ -0-</u>       |

# SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

| Federal Grantor/                         | Federal | Pass - Through   |              |
|--|---------|--|--------------|
| Pass - Through Grantor/                  | CFDA    | <b>Entity Identifying</b>  | Federal      |
| Program Title                            | Number  | Number   | Expenditures |
|  |         |  |              |
| U.S. Department of Education             |         |  |              |
| Passed - Through Texas Education Agency: |         |  |              |
| Public Charter Schools Grant             | 84.282A | 3590001351130007   | \$ 275,000   |
| IDEA - B, Formula                        | 84.027A | 04660001101846   | 45,511       |
| IDEA - B, Formula                        | 84.027A | 04660001227816   | 17,668       |
| IDEA - B, Formula                        | 84.027A | 04660404101846   | 1,045        |
| IDEA - B, Formula                        | 84.027A | 04660404227816   | 279          |
| Title IV Safe & Drug Free                | 84.186A | 04691001101846   | 1,969        |
| Title IV Safe & Drug Free                | 84.186A | 04691001227816   | 322          |
| Title II, Part A - Teacher / Principal   | 84.367A | 04694501101846   | 15,233       |
| Title II, Part A - Teacher / Principal   | 84.367A | 04694501227816   | 3,788        |
| ESEA Title I                             | 84.010A | 04610101101846   | 64,559       |
| ESEA Title I                             | 84.010A | 04610101227816   | 19,264       |
| T-V Innovative                           | 84.298A | 04685001101846   | 1,247        |
| T-V Innovative                           | 84.298A | 04685001227816   | 3.83         |
| Enhancing Ed through Technology          | 84.318X | 04630001101846   | 2,357        |
| Total U.S. Department of Education       | ·       | Tale Control of the C | 448,625      |
| U.S. Department of Agriculture           | ٠       |  |              |
| Passed - Through Texas Education Agency  |         |  |              |
| School Breakfast Program                 | 10.553  | 7140301  | 10,531       |
| National School Lunch                    | 10.555  | 7130301  | 93,331       |
| Total U.S. Department of Agriculture     |         |  | 103,862      |
| Total Federal Financial Assistance       |         |  | \$ 552,487   |

# COSMOS FOUNDATION, INC. dba HARMONY SCIENCE ACADEMY NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS FOT THE YEAR ENDED AUGUST 31, 2004

#### **NOTE 1 - SIGNIFICANT ACCOUNTING POLICIES**

**Basis of Presentation** 

The accompanying schedule of federal, state and local awards is prepared on the accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of OMB Circular A-133, "Audits of States, Local Governments, and Non-Profit Organizations." Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of, the basic financial statements.

# FINANCIAL STATEMENTS AND SUPPLEMENTARY INFORMATION

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101-846-001 227-816-001 101-846-041

#### **CERTIFICATE OF BOARD**

August 31, 2005

| We, the undersigned, certify that the    | attached Annual Financial and Compliance          | Report of Cosmos    |
|--|---|---------------------|
| Foundation, Inc. dba Harmony Science A   | cademy was reviewed and 🔀 approved                | disapproved for the |
| year ended August 31, 2005, at a meeting | g of the governing body of said charter school or | n the 7th day of    |
| January , 20 <u>06</u> .                 |   |                     |
| · olyper                                 | Mm  |                     |
| Signature of Board Secretary             | Signature of Board President                      |                     |

#### **GOMEZ & COMPANY**

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#### INDEPENDENT AUDITOR'S REPORT

To The Board of Directors of Cosmos Foundation, Inc. dba Harmony Science Academy Houston, Texas

We have audited the accompanying statement of financial position of Cosmos Foundation, Inc. dba Harmony Science Academy (HSA) as of August 31, 2005, and the related statements of activities and cash flows for the year then ended. These financial statements are the responsibility of HSA management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with generally accepted auditing standards and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of HSA as of August 31, 2005, and the changes in its net assets and its cash flows for the year then ended in conformity with accounting principles generally accepted in the United States of America.

In accordance with Government Auditing Standards, we have also issued our report dated December 2, 2005, on our consideration of HSA internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts, and grants. That report is an integral part of an audit performed in accordance with Government Auditing Standards and should be read in conjunction with this report in considering the results of our audit.

Our audit was performed for the purpose of forming an opinion on the basic financial statements of HSA taken as a whole. The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis as required by U.S. Office of Management and Budget Circular A-133, "Audits of States, Local Governments, and Non-Profit Organizations", and is not a required part of the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, is fairly stated, in all material respects, in relation to the basic financial statements taken as a whole.

December 2, 2005

# STATEMENT OF FINANCIAL POSITION

# AUGUST 31, 2005

# **ASSETS**

| Assets:                          | ď         | 146 255   |
|----------------------------------|-----------|-----------|
| Cash                             | \$        | 146,255   |
| Grants receivable                |           | 512,071   |
| Other receivable                 |           | 10,300    |
| Building and improvements        |           | 510,101   |
| Equipment and furniture          |           | 163,679   |
| Accumulated depreciation         |           | (114,725) |
| Other assets                     |           | 32,485    |
| Total Assets                     | \$        | 1,260,167 |
| LIABILITIES AND NET ASSETS       |           |           |
| Liabilities:                     |           |           |
| Accounts payable                 | \$        | 354,503   |
| Payroll taxes payable            |           | 1,589     |
| Accrued Payroll and Benefits     |           | 360,762   |
| Notes payable                    | <i>-</i>  | 365,919   |
| Total Liabilities                |           | 1,082,772 |
| Net Assets:                      |           |           |
| Unrestricted                     |           | 177,395   |
| Total Net Assets                 |           | 177,395   |
| Total Liabilities and Net Assets | <u>\$</u> | 1,260,167 |

# STATEMENT OF ACTIVITIES

|                                       | Unrestricted      | Temporarily Restricted | Total             |  |
|---------------------------------------|-------------------|------------------------|-------------------|--|
| SUPPORT AND REVENUE                   |                   |                        |                   |  |
| Federal grants                        | \$ 0              | \$ 639,466             | \$ 639,466        |  |
| State and local grants                |                   | 5,101,165              | 5,101,165         |  |
| Donations                             | 25,500            |                        | 25,500            |  |
| Other income                          | 150,139           |                        | 150,139           |  |
| Net Assets released from restrictions | 5,740,631         | (5,740,631)            | 0_                |  |
| Total Support and Revenue             | 5,916,270         | 0                      | 5,916,270         |  |
| EXPENSES                              |                   |                        |                   |  |
| Program Services                      | 5,528,669         | 0_                     | 5,528,669         |  |
| Total Expenses                        | 5,528,669         | 0                      | 5,528,669         |  |
| Increase in net assets                | 387,601           | 0                      | 387,601           |  |
| Net assets, beginning of year         | (210,206)         |                        | (210,206)         |  |
| Net assets, end of year               | <u>\$ 177,395</u> | <u>\$0</u>             | <u>\$ 177,395</u> |  |

#### STATEMENT OF CASH FLOWS

| Cash Flows From Operating Activities              |   |           |
|---|---|-----------|
| Increase (Decrease) in net assets                 | \$                                      | 387,601   |
| Adjustments to reconcile net income (loss) to net |   |           |
| cash provided (used) by operating activities      |   |           |
| Depreciation                                      |   | 56,333    |
| (Increase) decrease in accounts receivable        |   | (366,239) |
| (Increase) decrease in other assets               |   | (14,100)  |
| Increase (decrease) in accounts payable           |   | 156,893   |
| Increase (decrease) in other accrued liabilities  |   | 198,154   |
| Increase (decrease) in payroll taxes              | *************************************** | (642)     |
| Net Cash Provided (Used) by Operating Activities  |   | 418,000   |
| Cash Flows From Investing Activities              |   |           |
| Purchases of fixed assets                         |   | (460,998) |
| Net Cash Provided (Used) by Investing Activities  | *************************************** | (460,998) |
| Cash Flows From Financing Activities              |   |           |
| Proceeds from debt                                |   | 263,647   |
| Payments on debt                                  |   | (142,963) |
| Net Cash Provided (Used) by Financing Activities  | *************************************** | 120,684   |
| NET INCREASE (DECREASE) IN CASH                   |   | 77,686    |
| CASH AT BEGINNING OF YEAR                         |   | 68,569    |
| CASH AT END OF YEAR                               | \$                                      | 146,255   |
| Supplemental Disclosures                          |   |           |
| Cash Paid During the Year for:                    |   |           |
| Interest  | \$                                      | 5,980     |

#### NOTES TO FINANCIAL STATEMENTS

#### AUGUST 31, 2005

#### A. Organization:

Cosmos Foundation, Inc., dba Harmony Science Academy (HSA), a nonprofit organization, provides curricula for students in grades kindergarten through 12. The school was incorporated in the State of Texas in September 1999, under the Texas Non-Profit Corporation Act. The Internal Revenue Service determined that the organization was exempt from federal income tax under section 501(a) of the Internal Revenue Code as an organization described in Section 501(c)(3).

Pursuant to its charter granted by the State Board of Education in accordance with Texas Education Code Section 12, Subchapter D, Open-Enrollment Charter School, the Organization operates as part of the state public school system subject to all federal and state laws and rules governing public schools. The Organization is also subject to all laws and rules pertaining to open-enrollment charter schools in section 12 of the Texas Education Code.

#### B. <u>Summary of Significant Accounting Policies:</u>

#### BASIS OF PRESENTATION

The Corporation adopted Statement of Financial Accounting Standards (SFAS) No. 117, "Financial Statements of Not-for-Profit Organizations". Under SFAS No. 117, the Corporation is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted; temporarily restricted; and permanently restricted. In addition, the Corporation is required to present a statement of cash flows.

#### SUPPORT AND REVENUE:

Support and revenue are recorded based on the accrual method.

#### CASH DONATIONS AND DONATED SERVICES:

Cash donations are considered to be available for unrestricted use unless specifically restricted by the donor. No amounts have been reflected in the financial statements for donated services since no objective basis is available to measure the value of such donations. Nevertheless, a substantial number of volunteers have donated their time in connection with the program service and administration of the organization.

#### NOTES TO FINANCIAL STATEMENTS

#### AUGUST 31, 2005

#### B. Summary of Significant Accounting Policies: (Continued)

and the

#### CONTRIBUTIONS:

In accordance with Statement of Financial Accounting Standards (SFAS) No. 116, "Accounting for Contributions Received and Contributions Made," contributions received are recorded as unrestricted, temporarily restricted, or permanently restricted support depending on the existence or nature of any donor restrictions.

#### PROPERTY AND EQUIPMENT:

Property and equipment purchased by HSA are recorded at cost. Donations of property and equipment are recorded at their fair value at the date of the gift. All assets acquired with a value in excess of \$1,000 are recorded as fixed assets. Depreciation is provided on the straight-line method based upon estimated useful lives of ten years for equipment. Gains or losses on retired or on sale of property and equipment are reflected in income for the period. The proceeds from such sales which are not legally required or expected to be reinvested in property and equipment are transferred to unrestricted net assets.

#### PLEDGES AND ACCOUNTS RECEIVABLE:

Contributions are recognized when the donor makes a promise to give to HSA which is in substance, unconditional. Contributions that are restricted by the donor are reported as increases in unrestricted net assets if the restrictions expire in the year in which the contributions are recognized. All other donor-restricted contributions are reported as increases in temporarily or permanently restricted net assets depending on the nature of the restrictions. When a restriction expires, temporarily restricted net assets are reclassified to unrestricted net assets.

No provision has been made for uncollectible promises to give and accounts receivable as of the statement of financial position date, given that none have been identified.

#### **FUNCTIONAL EXPENSES:**

Expenses are charged to each program based on direct expenditures incurred. Functional expenses which cannot readily be related to a specific program are charged to the various programs based upon hours worked, square footage, number of program staff, or other reasonable methods for allocating the organization's multiple function expenditures.

#### NOTES TO FINANCIAL STATEMENTS

#### AUGUST 31, 2005

#### B. Summary of Significant Accounting Policies: (Continued)

#### INCOME TAXES:

HSA qualifies as a tax-exempt organization under section 501(c) (3) of the Internal Revenue Code and, therefore, has no provision for income taxes.

#### CASH AND CASH EQUIVALENTS:

For purpose of the statement of cash flows, cash and cash equivalents are comprised of cash on hand and in banks.

#### **ESTIMATES:**

The preparation of financial statements in conformity with generally accepted accounting principles requires HSA management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

#### C. Pension Plan:

#### Plan Description

The Academy contributes to the Teacher Retirement System of Texas (the system), a public employee retirement program. It is a cost-sharing, multi-employer defined benefit pension plan with one exception; all risks and costs are not shared by the charter school, but are the liability of the state of Texas. The System provides service retirement, disability retirement benefits, and death benefits to plan members and beneficiaries. The System operates under the authority of provisions contained primarily in Texas Government Code, Title 8, Public Retirement Systems, Subtitle C, Teacher Retirement System of Texas, which is subject to amendment by the Texas Legislature. The System's annual financial report and other required disclosure information are available by writing the Teacher Retirement System of Texas, 1000 Red River, Austin, Texas, 78701-2698 or by calling (800) 877-0123.

#### Funding Policy

Under provisions in State law, plan members are required to contribute 6.9% of their annual covered salary, and the State of Texas contributes an amount equal to 6.0% of the charter school's covered payroll. In certain instances, the reporting entity (school district, charter school, college, university, or state agency) is required to make all or a portion of the State's 6.0% contribution.

#### NOTES TO FINANCIAL STATEMENTS

#### AUGUST 31, 2005

#### C. <u>Pension Plan: Funding Policy:</u> (Continued)

Contribution requirements are not actuarially determined but are legally established each biennium pursuant to the following funding policy: (1) The State constitution requires the legislature to establish a member contribution rate of not less than 6.0% of the member's annual compensation and a State contribution rate of not less than 6.0% and not more than 10.0% of the aggregate annual compensation of all members of the system during that fiscal year; (2) A state statute prohibits benefit improvements or contribution reductions if, as a result of a particular action, the time required to amortize the System's unfunded actuarial liabilities would be increased to a period that exceeds 30 years by one or more years. State contributions to the System made on behalf of Cosmos Foundation, Inc. dba Harmony Science Academy employees for the year ended August 31, 2005 were \$78,897.39 for Houston campus, \$45,215.98 for Austin campus, \$30,902.12 for Dallas campus, and \$-0- for Houston Elementary campus.

#### D. Budget:

The official school budget is prepared for adoption for required Governmental Fund Types. The annual budget is adopted on a basis consistent with generally accepted accounting principles and is formally adopted by the Board of Directors

#### E. Operating Lease Commitment:

HSA is currently leasing its office equipment and building on a non-cancelable operating lease.

HSA minimum annual lease commitment is as follows:

| Year months ending August 31, | Amount         |
|-------------------------------|----------------|
| 2006                          | \$ 1,031,000   |
| 2007                          | 1,020,000      |
| 2008                          | 985,000        |
| 2009                          | 957,000        |
| 2010                          | <u>956,000</u> |
| Total                         | \$ 4,949,000   |

Operating lease expense amounted to \$796,087 for the year ended August 31, 2005.

#### NOTES TO FINANCIAL STATEMENTS

#### **AUGUST 31, 2005**

#### F. Notes Payable:

The Organization's obligations under notes payable consists of the following:

| Notes payable to bank, due within one year or on demand, secured by agency assets.      | \$ 261,619 |
|---|------------|
| Various notes payable to individuals, payable on demand non-interest bearing, unsecured | _104,300   |
| Total notes payable   | \$ 365,919 |

Maturities of notes payable over the next five years are as follows:

| Year Ending August 31, | Amount     |
|------------------------|------------|
| 2006                   | \$ 317,919 |
| 2007                   | 12,000     |
| <b>2008</b>            | 12,000     |
| 2009                   | 12,000     |
| 2010                   | 12,000     |
| Total                  | \$ 365,919 |

#### G. <u>Commitments and Contingencies</u>

Cosmos Foundation, Inc. dba Harmony Science Academy receives funds through state and federal programs that are governed by various statutes and regulations. State program funding is based primarily on student attendance data submitted to the Texas Education Agency and is subject to audit and adjustment. Expenses charged to federal programs are subject to audit and adjustment by the grantor agency. The programs administered by the charter school have complex compliance requirements, and should state or federal auditors discover areas of noncompliance, charter school funds may be subject to refund if so determined by the Texas Education Agency or the grantor agency.

#### H. Health Care Coverage

During the year ended August 31, 2005, employees of HSA were covered by a group insurance plan. The school paid premiums up to \$ 225 for Houston campus, \$150 for Austin campus, \$ 225 for Dallas campus, and \$-0- for Houston Elementary campus per month per employee (depending upon coverage selected) to the plan. Employees, at their option, authorized payroll withholdings to pay premiums for dependents. All premiums were paid to a licensed insurer.

#### GOMEZ & COMPANY

CERTIFIED PUBLIC ACCOUNTANTS 6750 W. LOOP SOUTH, SUITE 520 HOUSTON, TEXAS 77401

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#### INDEPENDENT AUDITOR'S REPORT ON SUPPLEMENTARY INFORMATION

To The Board of Directors of Cosmos Foundation, Inc. dba Harmony Science Academy Houston, Texas

Our report on our audit of the consolidated financial statement of Cosmos Foundation, Inc. dba Harmony Science Academy (HSA) for year ended August 31, 2005 appears on page 1. The audit was conducted for the purpose of forming an opinion on the financial statements taken as a whole. The Financial Statements and Schedules for Individual Charter School are presented for purposes of additional analysis and are not a required part of the consolidated financial statements. Such information has been subjected to the auditing procedures applied in the audit of the consolidated financial statements and, in our opinion, is fairly stated in all material respects in relation to the consolidated financial statements taken as a whole.

December 2, 2005

# HOUSTON CAMPUS

# STATEMENT OF FINANCIAL POSITION

# AUGUST 31, 2005

|   | $\alpha$ | 0 | 7    |    |
|---|----------|---|------|----|
| А | `        |   | E. I | ΓS |

| Assets:                          |              |
|----------------------------------|--------------|
| Cash                             | \$ 53,143    |
| Grants Receivable                | 294,579      |
| Other Receivables                | 408,470      |
| Buildings & Improvements         | 189,080      |
| Equipment and Furniture          | 146,504      |
| Accumulated Depreciation         | (106,799)    |
| Other assets                     | 15,985       |
| Total Assets                     | \$ 1,000,963 |
| LIABILITIES AND NET ASSETS       |              |
| Liabilities:                     |              |
| Accounts Payable                 | \$ 478,929   |
| Payroll Taxes Payable            | 1,589        |
| Accrued Payroll and Benefits     | 228,083      |
|                                  | •            |
| Notes Payable                    | 62,272       |
| Total Liabilities                | 770,872      |
| Net Assets:                      |              |
| Unrestricted                     | 230,091      |
| Total Net Assets                 | 230,091      |
| Total Liabilities and Net Assets | \$ 1,000,963 |

#### **AUSTIN CAMPUS**

# STATEMENT OF FINANCIAL POSITION

# AUGUST 31, 2005

| ASSETS |
|--------|
|--------|

| Assets:                          |                   |
|----------------------------------|-------------------|
| Cash                             | \$ 79,152         |
| Grants Receivable                | 128,295           |
| Furniture and Equipment          | 7,259             |
| Total Assets                     | <u>\$ 214,706</u> |
| LIABILITIES AND NET ASSETS       |                   |
| Liabilities:                     |                   |
| Accounts Payable                 | \$ 3,200          |
| Accrued Payroll and Benefits     | 70,498            |
| Notes Payable                    | 40,000            |
| Total Liabilities                | 113,698           |
| Net Assets:                      |                   |
| Unrestricted                     | 101,008           |
| Total Net Assets                 | 101,008           |
| Total Liabilities and Net Assets | \$ 214,706        |

#### HOUSTON ELEMENTARY CAMPUS

#### STATEMENT OF FINANCIAL POSITION

# AUGUST 31, 2005

#### **ASSETS**

| Assets:                          |   |                    |
|----------------------------------|---|--------------------|
| Cash                             | \$                                      | 13,960             |
| Grants Receivable                |   | 93,562             |
| Building & Improvements          |   | 321,021            |
| Equipment & Furniture            |   | 9,442              |
| Accumulated Depreciation         |   | (7,453)            |
| Other Assets                     | <del></del>                             | 16,500             |
| Total Assets                     | \$                                      | 447,032            |
|                                  | *************************************** |                    |
| LIABILITIES AND NET ASSETS       |   |                    |
| T (all illain)                   |   |                    |
| Liabilities: Accounts Payable    | \$                                      | 164 421            |
| Accrued Payroll and Benefits     | Ф                                       | 164,421<br>172,669 |
| Notes Payable                    |   | 263,647            |
| Troics Tayable                   |   | 203,047            |
| Total Liabilities                | *************************************** | 600,736            |
| Net Assets:                      |   |                    |
| Unrestricted                     |   | (153,704)          |
|                                  |   |                    |
| Total Net Assets                 | <del></del>                             | (153,704)          |
| Total Liabilities and Net Assets | <u>\$</u>                               | 447,032            |

# **HOUSTON CAMPUS**

#### SUPPLEMENTAL STATEMENT OF ACTIVITIES

|   |    | Unrestricted | <br>Temporarily<br>Restricted | ***********                             | Total     |
|---|----|--------------|-------------------------------|---|-----------|
| REVENUES                                      |    |              |                               |   |           |
| Local Support:                                |    |              |                               |   |           |
| 5740 Other Revenues from Local Sources        | \$ | 70,996       | \$<br>0                       | \$                                      | 70,996    |
| 5750 Food Service Sales                       |    | 20,981       | <br>                          |   | 20,981    |
| Total Local Support                           |    | 91,977       | 0                             |   | 91,977    |
| State Program Revenues:                       |    |              |                               |   |           |
| 5810 Foundation School Program Act Revenue    | S  |              | 3,512,947                     |   | 3,512,947 |
| 5820 State Program Revenues Distributed by    |    |              |                               |   |           |
| Texas Education Agency                        |    |              | 20,653                        |   | 20,653    |
| 5830 State Revenues from State of Texas       |    |              |                               |   |           |
| Government Agencies (Other than               |    |              |                               |   |           |
| Texas Education Agency)                       |    |              | <br>25,054                    |   | 25,054    |
| Total State Program Revenues                  |    | 0            | 3,558,654                     |   | 3,558,654 |
| Federal Program Revenues:                     |    |              |                               |   |           |
| 5920 Federal Revenues Distributed by          |    |              |                               |   |           |
| Texas Education Agency                        |    |              | <br>448,144                   |   | 448,144   |
| Total Federal Program Revenues                |    | 0            | 448,144                       |   | 448,144   |
| Net assets released from restrictions:        |    |              |                               |   |           |
| Restrictions satisfied by payments            |    | 4,006,798    | <br>(4,006,798)               | *************************************** |           |
| Total Revenues                                |    | 4,098,775    | <br>0                         |   | 4,098,775 |
| EXPENSES                                      |    |              |                               |   |           |
| 11 Instruction                                |    | 2,063,288    |                               |   | 2,063,288 |
| 12 Instructional Resources and Media Services |    | 847          |                               |   | 847       |
| 13 Curriculum and Staff Development           |    | 31,179       |                               |   | 31,179    |
| 21 Instructional Leadership                   |    | 3,128        |                               |   | 3,128     |
| 23 School Leadership                          |    | 86,584       |                               |   | 86,584    |
| 31 Guidance, Counseling and Evaluation        |    | ·            |                               |   | -         |
| Services                                      |    | 1,485        |                               |   | 1,485     |

# **HOUSTON CAMPUS**

#### SUPPLEMENTAL STATEMENT OF ACTIVITIES

|  |              | Temporarily |            |
|--|--------------|-------------|------------|
|  | Unrestricted | Restricted  | Total      |
| 33 Health Services                         | 46,363       |             | 46,363     |
| 34 Student (Pupil) Transportation          | 347          |             | 347        |
| 35 Food Services                           | 139,986      |             | 139,986    |
| 36 Cocurricular/Extracurricular Activities | 33,228       |             | 33,228     |
| 41 General Administration                  | 658,205      |             | 658,205    |
| 51 Plant maintenance and Operations        | 796,874      |             | 796,874    |
| 52 Security and Monitoring Services        | 8,851        |             | 8,851      |
| 53 Data Processing Services                | 1,920        | 0           | 1,920      |
| Total Expenses                             | 3,872,285    | 0           | 3,872,285  |
| Change in Net Assets                       | 226,490      |             | 226,490    |
| Net Assets, beginning of year              | 3,602        |             | 3,602      |
| Net Assets, ending of year                 | \$ 230,091   | \$ 0        | \$ 230,091 |

#### AUSTIN CAMPUS

#### SUPPLEMENTAL STATEMENT OF ACTIVITIES

|  | Unrestricted | Temporarily<br>Restricted | Total     |
|--|--------------|---------------------------|-----------|
|  | Omesurcted   | Restricted                | Total     |
| REVENUES                                   |              |                           |           |
| Local Support:                             |              |                           |           |
| 5740 Other Revenues from Local Sources     | \$ 67,369    | \$ 0                      | \$ 67,369 |
| 5750 Other Revenue                         | 33,580       |                           | 33,580    |
| Total Local Support                        | 100,948      | 0                         | 100,948   |
| State Program Revenues:                    |              |                           |           |
| 5810 Foundation School Program Act Revenue | S            | 1,383,514                 | 1,383,514 |
| 5820 State Program Revenues Distributed by |              |                           |           |
| Texas Education Agency                     |              | 6,042                     | 6,042     |
| 5830 State Revenues from State of Texas    |              |                           |           |
| Government Agencies (Other than            |              |                           |           |
| Texas Education Agency)                    | ****         | 45,216                    | 45,216    |
| Total State Program Revenues               | 0            | 1,434,772                 | 1,434,772 |
| Federal Program Revenues:                  |              |                           |           |
| 5920 Federal Revenues Distributed by       |              |                           |           |
| Texas Education Agency                     |              | 169,622                   | 169,622   |
| Total Federal Program Revenues             | 0            | 169,622                   | 169,622   |
| Net assets released from restrictions:     |              |                           |           |
| Restrictions satisfied by payments         | 1,604,394    | (1,604,394)               |           |
| Total Revenues                             | 1,705,342    | 0_                        | 1,705,342 |
| EXPENSES                                   |              |                           |           |
| 11 Instruction                             | 677,242      |                           | 677,242   |
| 12 Resource & Media                        | 33,538       |                           | 33,538    |
| 13 Curriculum and Staff Development        | 1,198        |                           | 1,198     |
| 23 School Leadership                       | 63,353       |                           | 63,353    |
| 33 Health Services                         | 3,626        |                           | 3,626     |

# AUSTIN CAMPUS

# SUPPLEMENTAL STATEMENT OF ACTIVITIES

|  |              | Temporarily |            |
|--|--------------|-------------|------------|
|  | Unrestricted | Restricted  | Total      |
| 35 Food Services                           | 55,436       |             | 55,436     |
| 36 Cocirricular/Extracurricular Activities | 28,880       |             | 28,880     |
| 41 General Administration                  | 173,354      |             | 173,354    |
| 51 Plant maintenance and Operations        | 331,287      |             | 331,287    |
| 52 Security Services                       | 579          |             | 579        |
| 53 Data Processing Services                | 22,034       |             | 22,034     |
| Total Expenses                             | 1,390,527    | 0           | 1,390,527  |
| Change in Net Assets                       | 314,816      | 0           | 314,816    |
| Net Assets, beginning of year              | (213,808)    | 0           | (213,808)  |
| Net Assets, ending of year                 | \$ 101,008   | \$ 0        | \$ 101,008 |

#### HOUSTON ELEMENTARY CAMPUS

#### SUPPLEMENTAL STATEMENT OF ACTIVITIES

|  | Unrestricted | Temporarily<br>Restricted | Total        |
|--|--------------|---------------------------|--------------|
| REVENUES                                   |              |                           |              |
| Local Support:                             |              |                           |              |
| 5740 Other Revenues from Local Sources     | <u>\$ 91</u> | <u>\$</u> 0               | <u>\$ 91</u> |
| Total Local Support                        | 91           | 0                         | 91           |
| State Program Revenues:                    |              |                           |              |
| 5810 Foundation School Program Act Revenue | es 0         | 93,562                    | 93,562       |
| 5820 State Program Revenues Distributed by |              |                           |              |
| Texas Education Agency                     |              |                           |              |
| Total State Program Revenues               | 0            | 93,562                    | 93,562       |
| Federal Program Revenues:                  |              |                           |              |
| 5920 Federal Revenues Distributed by       |              |                           |              |
| Texas Education Agency                     | 0            | 18,500                    | 18,500       |
| Total Federal Program Revenues             | 0            | 18,500                    | 18,500       |
| Net assets released from restrictions:     |              |                           |              |
| Restrictions satisfied by payments         | 112,062      | (112,062)                 |              |
| Total Revenues                             | 112,153      | 0                         | 112,153      |
| EXPENSES                                   |              |                           |              |
| 11 Instruction                             | 174,400      |                           | 174,400      |
| 13 Curriculum and Staff Development        | 100          |                           | 100          |
| 31 Guidance, Counseling and Evaluation     | ,            |                           |              |
| 35 Food Services                           | 5,298        |                           | 5,298        |
| 41 General Administration                  | 6,664        |                           | 6,664        |
| 51 Plant maintenance and Operations        | 79,266       |                           | 79,266       |
| 52 Security and Monitoring Services        | 130          | 0                         | 130          |
| Total Expenses                             | 265,857      | 0                         | 265,857      |
| Change in Net Assets                       | (153,704)    | 0_                        | (153,704)    |
| Net Assets, ending of year                 | \$ (153,704) | <u>\$</u> 0               | \$ (153,704) |

# **HOUSTON CAMPUS**

#### STATEMENT OF CASH FLOWS

| Cash Flows From Operating Activities              |  |           |
|---|--|-----------|
| Increase (Decrease) in net assets                 | \$   | 226,490   |
| Adjustments to reconcile net income (loss) to net |  |           |
| cash provided (used) by operating activities      |  |           |
| Depreciation                                      |  | 48,404    |
| (Increase) decrease in accounts receivable        |  | (549,677) |
| (Increase) decrease in prepaid assets             |  | 2,400     |
| Increase (decrease) in accounts payable           |  | 286,123   |
| Increase (decrease) in other accrued liabilities  |  | 112,143   |
| Increase (decrease) in payroll taxes              | **************************************   | (642)     |
| Net Cash Provided (Used) by Operating Activities  | and the second s | 125,241   |
| Cash Flows From Investing Activities              |  |           |
| Plant & equipment purchases                       | **********   | (122,803) |
| Net Cash Provided (Used) by Investing Activities  |  | (122,803) |
| Cash Flows From Financing Activities              |  |           |
| Payments on debt                                  | ***************************************  | (14,814)  |
| Net Cash Provided (Used) by Financing Activities  | No. of the Control of | (14,814)  |
| NET INCREASE (DECREASE) IN CASH                   |  | (12 276)  |
| CASH AT BEGINNING OF YEAR                         |  | (12,376)  |
| CASH AT END OF YEAR  CASH AT END OF YEAR          | \$   | 65,519    |
| CASH AT END OF TEAR                               | <b>D</b>   | 53,143    |
| Supplemental Disclosures                          |  |           |
| Cash Paid During the Year for:                    |  |           |
| Interest  | \$   | 4,899     |

#### AUSTIN CAMPUS

#### STATEMENT OF CASH FLOWS

| Cash Flows From Operating Activities              |  |           |
|---|--|-----------|
| Increase (Decrease) in net assets                 | \$   | 314,816   |
| Adjustments to reconcile net income (loss) to net |  |           |
| cash provided (used) by operating activities      |  |           |
| Depreciation                                      |  | 474       |
| (Increase) decrease in accounts receivable        |  | (125,535) |
| Increase (decrease) in accounts payable           |  | (1,604)   |
| Increase (decrease) in other accrued liabilities  |  | 23,834    |
| Net Cash Provided (Used) by Operating Activities  |  | 211,985   |
| Cash Flows From Investing Activities              |  |           |
| Plant & equipment purchases                       |  | (7,733)   |
| Net Cash Provided (Used) by Investing Activities  |  | (7,733)   |
| Cash Flows From Financing Activities              |  |           |
| Payments on debt                                  | -  | (128,150) |
| Net Cash Provided (Used) by Financing Activities  | e de la constante de la consta | (128,150) |
| NET INCREASE (DECREASE) IN CASH                   |  | 76,102    |
| CASH AT BEGINNING OF YEAR                         |  | 3,050     |
| CASH AT END OF YEAR                               | \$   | 79,152    |
| Supplemental Disclosures                          |  |           |
| Cash Paid During the Year for:                    |  |           |
| Interest  | \$   | 1,081     |

# HOUSTON ELEMENTARY CAMPUS

# STATEMENT OF CASH FLOWS

| Cash Flows From Operating Activities              |  |   |
|---|--|---|
| Increase (Decrease) in net assets                 | \$   | (153,704)                               |
| Adjustments to reconcile net income (loss) to net |  |   |
| cash provided (used) by operating activities      |  |   |
| Depreciation                                      |  | 7,453                                   |
| (Increase) decrease in accounts receivable        |  | (93,562)                                |
| (Increase) decrease in prepaid assets             |  | (16,500)                                |
| Increase (decrease) in accounts payable           |  | 274,421                                 |
| Increase (decrease) in other accrued liabilities  |  | 55,753                                  |
| Net Cash Provided (Used) by Operating Activities  | <b>V</b> ACCES AND | 73,861                                  |
| Cash Flows From Investing Activities              |  |   |
| Plant & equipment purchases                       |  | (330,463)                               |
|   |  | , |
| Net Cash Provided (Used) by Investing Activities  | ***************************************                | (330,463)                               |
| Cash Flows From Financing Activities              |  |   |
| Proceeds from debt                                | to other oder oder oder oder oder oder oder od         | 270,562                                 |
| Net Cash Provided (Used) by Financing Activities  |  | 270,562                                 |
| NET INCREASE (DECREASE) IN CASH                   |  | 13,960                                  |
| CASH AT END OF YEAR                               | \$   | 13,960                                  |
| Supplemental Disclosures                          |  |   |
| Cash Paid During the Year for:                    |  |   |
| Interest  | 9  | -0-                                     |

#### HOUSTON CAMPUS

#### SCHEDULE OF EXPENSES

# FOR THE YEAR ENDED AUGUST 31, 2005

| Expenses                                  |                 |
|---|-----------------|
| 6100 Payroll Costs                        | \$<br>2,296,637 |
| 6200 Professional and Contracted Services | 1,085,623       |
| 6300 Supplies and Materials               | 283,185         |

6400 Other Operating Costs 201,941
6500 Debt 4,900

Total Expenses \$ 3,872,285

# **AUSTIN CAMPUS**

#### SCHEDULE OF EXPENSES

| Expenses                                  |  |           |
|---|--|-----------|
| 6100 Payroll Costs                        | \$   | 872,496   |
| 6200 Professional and Contracted Services |  | 371,420   |
| 6300 Supplies and Materials               |  | 89,766    |
| 6400 Other Operating Costs                |  | 55,763    |
| 6500 Debt                                 | Approximate of the contract of | 1,081     |
| Total Expenses                            | · <b>\$</b>  | 1,390,527 |

#### HOUSTON ELEMENTARY CAMPUS

#### SCHEDULE OF EXPENSES

#### FOR THE YEAR ENDED AUGUST 31, 2005

| Expenses                                  |              |
|---|--------------|
| 6100 Payroll Costs                        | \$<br>55,754 |
| 6200 Professional and Contracted Services | 82,438       |
| 6300 Supplies and Materials               | 115,087      |
| 6400 Other Operating Costs                | <br>12,578   |

Total Expenses 265,857

#### HOUSTON CAMPUS

#### SCHEDULE OF CAPITAL ASSETS

|   |      | Ownership Interest |            |         |  |
|---|------|--------------------|------------|---------|--|
|   | Loca | 1                  | State      | Federal |  |
| 1110 Cash   | \$   | 0 \$               | 53,143 \$  | 0       |  |
| 1510 Land and Improvements<br>1520 Buildings and Improvements | S    |                    | 189,080    |         |  |
| 1531 Vehicles<br>1539 Furniture and Equipment                 |      | 0                  | 112,929    | 33,575  |  |
| Total Property and Equipment                                  | \$   | 0 \$               | 355,153 \$ | 33,575  |  |

# AUSTIN CAMPUS

# SCHEDULE OF CAPITAL ASSETS

|  | Ownership Interest |      |           |         |
|--|--------------------|------|-----------|---------|
|  | Local              |      | State     | Federal |
| 1110 Cash<br>1510 Land and Improvements<br>1520 Buildings and Improvements | \$                 | 0 \$ | 79,152 \$ | 0       |
| <ul><li>1531 Vehicles</li><li>1539 Furniture and Equipment</li></ul>       |                    |      | 600       | 7,133   |
| Total Property and Equipment   | \$                 | 0 \$ | 79,752 \$ | 7,133   |

#### HOUSTON ELEMENTARY CAMPUS

#### SCHEDULE OF CAPITAL ASSETS

|                                 | Ownership Interest |      |            |         |   |  |  |  |  |  |
|---------------------------------|--------------------|------|------------|---------|---|--|--|--|--|--|
|                                 | Local              |      | State      | Federal |   |  |  |  |  |  |
| 1110 Cash                       | \$                 | 0 \$ | 13,960 \$  |         | 0 |  |  |  |  |  |
| 1510 Land and Improvements      |                    |      |            |         |   |  |  |  |  |  |
| 1520 Buildings and Improvements |                    |      | 321,021    |         |   |  |  |  |  |  |
| 1531 Vehicles                   |                    |      |            |         |   |  |  |  |  |  |
| 1539 Furniture and Equipment    | ·····              | 0    | 9,442      |         |   |  |  |  |  |  |
|                                 |                    |      |            |         |   |  |  |  |  |  |
| Total Property and Equipment    | \$                 | 0 \$ | 344,423 \$ |         | 0 |  |  |  |  |  |

#### **HOUSTON CAMPUS**

#### BUDGETARY COMPARISON SCHEDULE

|   | Budgeted A  | mounts    |           | Variance   |
|---|-------------|-----------|-----------|------------|
|   |             |           | Actual    | from Final |
|   | Original    | Final     | Amounts   | Budget     |
| Revenues                                      |             |           |           |            |
| Local Support:                                |             |           |           |            |
| 5740 Other Revenues From Local Sources        | \$ 8,000 \$ | 62,500 \$ | 70,996 \$ | 8,496      |
| 5750 Food Service Sales                       | 13,227      | 11,934    | 20,981    | 9,047      |
| Total Local Support                           | 21,227      | 74,434    | 91,977    | 17,543     |
| State Program Revenues:                       |             |           |           |            |
| 5810 Foundation School Program Act Revenues   | 3,656,109   | 3,776,508 | 3,512,947 | (263,561)  |
| 5820 State Program Revenues Dist. By TEA      | 20,616      | 18,694    | 20,653    | 1,959      |
| 5830 State Revenues-Texas Govt. Agencies      | 0           | 15,000    | 25,054    | (10,054)   |
| Total State Program Revenues                  | 3,676,725   | 3,810,202 | 3,558,654 | (251,548)  |
| Federal Program Revenues:                     |             |           |           |            |
| 5920 Federal Revenues Dist. By TEA            | 264,780     | 480,411   | 448,144   | (32,267)   |
| Total Federal Program Revenues                | 264,780     | 480,411   | 448,144   | (32,267)   |
| Total Revenues                                | 3,962,732   | 4,365,047 | 4,098,775 | (266,272)  |
| Expenses                                      |             |           |           |            |
| 11 Instruction                                | 2,166,787   | 2,162,209 | 2,063,288 | 98,921     |
| 12 Instructional Resources and Media Services | 17,000      | 850       | 847       | 3          |
| 13 Curriculum and Staff Development           | 20,500      | 34,250    | 31,179    | 3,071      |
| 21 Instructional Leadership                   | 0           | 3,000     | 3,128     | (128)      |
| 23 School Leadership                          | 234,575     | 209,453   | 86,584    | 122,869    |
| 31 Counseling                                 | 8,000       | 1,500     | 1,485     | 15         |
| 33 Health Services                            | 52,314      | 52,310    | 46,363    | 5,947      |
| 34 Student (Pupil) Transportation             | 0           | 400       | 347       | 53         |
| 35 Food Services                              | 168,500     | 143,500   | 139,986   | 3,514      |
| 36 Cocurricular/Extracurricular Activities    | 19,353      | 39,942    | 33,228    | 6,714      |
| 41 General Administration                     | 395,749     | 436,675   | 658,205   | (221,530)  |
| 51 Plant Maintenance and Operations           | 696,057     | 829,657   | 796,874   | 32,783     |

#### HOUSTON CAMPUS

#### BUDGETARY COMPARISON SCHEDULE

|                                     |                      |            |            | Variance   |  |
|-------------------------------------|----------------------|------------|------------|------------|--|
|                                     | Budgeted A           | mounts     | Actual     | from Final |  |
|                                     | Original             | Final      | Amounts    | Budget     |  |
| 52 Security and Monitoring Services | 2,700                | 5,700      | 8,851      | (3,151)    |  |
| 53 Data Processing Services         | 18,878               | 2,000      | 1,920      | 80         |  |
| 81 Fund Raising                     | 0                    | 7,500      | 0          | 7,500      |  |
| Total Expenses                      | 3,800,413            | 3,928,946  | 3,872,285  | 56,661     |  |
| Change in Net Assets                | 162,319              | 436,101    | 226,490    | (209,611)  |  |
| Net Assets, beginning of year       | 260,291              | 227,349    | 3,602      | 0          |  |
| Net Assets, end of year             | <u>\$ 422,610 \$</u> | 663,450 \$ | 230,091 \$ | (209,611)  |  |

#### **AUSTIN CAMPUS**

#### BUDGETARY COMPARISON SCHEDULE

|   | Budgete   | d Amounts   |           | Variance                                |
|---|-----------|-------------|-----------|---|
|   |           |             | Actual    | from Final                              |
|   | Original  | Final       | Amounts   | Budget                                  |
| Revenues                                    |           |             | *         | *************************************** |
| Local Support:                              |           |             |           |   |
| 5740 Other Revenues From Local Sources      | \$ 12,00  | 0 \$ 43,280 | \$ 67,369 | \$ 24,089                               |
| 5750 Food Service Sales                     | 30,00     | 0 36,045    | 33,580    | (2,465)                                 |
| Total Local Support                         | 42,00     | 79,325      | 100,948   | 21,623                                  |
| State Program Revenues:                     |           |             |           |   |
| 5810 Foundation School Program Act Revenues | 1,155,000 | 1,383,590   | 1,383,514 | (76)                                    |
| 5820 School Program Revenues Dist. By TEA   | 6,55      | 5,700       | 6,042     | 342                                     |
| 5830 State Revenues-Texas Govt. Agencies    |           | 45,225      | 45,216    | (9)                                     |
| Total State Program Revenues                | 1,161,55  | 5 1,434,515 | 1,434,772 | 326                                     |
| Federal Program Revenues:                   |           |             |           |   |
| 5920 Federal Revenues Distributed By TEA    | 183,368   | 170,104     | 169,622   | (482)                                   |
| Total Federal Program Revenues              | 183,368   | 170,104     | 169,622   | (482)                                   |
| Total Revenues                              | 1,386,923 | 1,683,944   | 1,705,342 | 21,398                                  |
| Expenses                                    |           |             |           |   |
| 11 Instruction                              | 605,915   | 690,108     | 677,242   | 12,866                                  |
| 12 Resource & Media                         | 44,920    | 34,665      | 33,538    | 1,127                                   |
| 13 Curriculum and Staff Development         | 7,100     | 1,400       | 1,198     | 202                                     |
| 23 School Leadership                        | 63,985    | 64,340      | 63,353    | 987                                     |
| 33 Health Services                          | 2,500     | 6,200       | 3,626     | 2,574                                   |
| 35 Food Services                            | 69,000    | 55,940      | 55,436    | 504                                     |
| 36 Cocurricular/Extracurricular Activities  |           | 28,900      | 28,880    | 20                                      |
| 41 General Administration                   | 175,750   | 175,642     | 173,354   | 2,288                                   |
| 51 Plant Maintenance and Operations         | 318,450   | 335,704     | 331,287   | 4,417                                   |
| 52 Security Services                        | 500       | 650         | 579       | 71                                      |
| 53 Data Processing Services                 | 0         | 22,035      | 22,034    | 1                                       |
| Total Expenses                              | 1,288,120 | 1,415,584   | 1,390,527 | 25,057                                  |

#### AUSTIN CAMPUS

#### BUDGETARY COMPARISON SCHEDULE

|                               | Budget A        | Amounts   |                   | Variance             |  |  |
|-------------------------------|-----------------|-----------|-------------------|----------------------|--|--|
|                               | <u>Original</u> | Final     | Actual<br>Amounts | from Final<br>Budget |  |  |
| Change in Net Assets          | 98.803          | 268,360   | 314,816           | 46,456               |  |  |
| Net Assets, beginning of year | 4,535           | (215,321) | (213,808)         | 40,430               |  |  |
| Net Assets, end of year       | 103,338         | 53,039    | 101,008           | 46,456               |  |  |

#### HOUSTON ELEMENTARY CAMPUS

#### BUDGETARY COMPARISON SCHEDULE

|   |    | Budgeted An | nounts | _            | Variance     |
|---|----|-------------|--------|--------------|--------------|
|   |    |             | ,      | Actual       | from Final   |
|   |    | Original    | Final  | Amounts      | Budget       |
| Revenues                                    |    | ·           |        |              |              |
| Local Support:                              |    |             |        |              |              |
| 5740 Other Revenues From Local Sources      | \$ | 0 \$        | 0      | <u>\$ 91</u> | \$ 91        |
| Total Local Support                         |    | 0           | 0      | 91           | 91           |
| State Program Revenues:                     |    |             |        |              |              |
| 5810 Foundation School Program Act Revenues | S  | 0           | 0      | 93,562       | 93,562       |
| Total State Program Revenues                |    | 0           | 0      | 93,562       | 93,562       |
| Federal Program Revenues:                   |    |             |        |              |              |
| 5920 Federal Revenues Dist. By TEA          |    | 0           | 0      | 18,500       | 18,500       |
| Total Federal Program Revenues              |    | 0           | 0      | 18,500       | 18,500       |
| Total Revenues                              |    | 0           | 0      | 112,153      | 112,153      |
| Expenses                                    |    |             |        |              |              |
| 11 Instruction                              |    | 0           | 0      | 174,400      | (174,400)    |
| 13 Curriculum and Staff Development         |    | 0           | 0      | 100          | (100)        |
| 35 Food Services                            |    | 0           | 0      | 5,298        | (5,298)      |
| 41 General Administration                   |    | 0           | 0      | 6,664        | (6,664)      |
| 51 Plant Maintenance and Operations         |    | 0           | 0      | 79,266       | (79,266)     |
| 52 Security and Monitoring Services         |    | 0           | 0      | 130          | (130)        |
| Total Expenses                              |    | 0           | 0      | 265,857      | (265,857)    |
| Change in Net Assets                        |    | 0           | 0      | (153,704)    | (153,704)    |
| Net Assets, end of year                     | \$ | 0 \$        | 0      | \$ (153,704) | \$ (153,704) |

#### GOMEZ & COMPANY

# CERTIFIED PUBLIC ACCOUNTANTS 6750 W. LOOP SOUTH, SUITE 520 HOUSTON, TEXAS 77401 TEL: (713) 666-5900

FAX: (713) 666-1049 http://www.gomezandco.com

# REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS

To The Board of Directors of Cosmos Foundation, INC. dba Harmony Science Academy Houston, Texas

We have audited the financial statements of Cosmos Foundation, INC. dba Harmony Science Academy (HSA) as of and for the year ended August 31, 2005 and have issued our report thereon dated December 2, 2005. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States.

#### Internal Control over Financial Reporting

In planning and performing our audit, we considered HSA, Inc.'s internal control over financial reporting in order to determine our auditing procedures for the purpose of expressing our opinion on the financial statements and not to provide an opinion on the internal control over financial reporting. Our consideration of the internal control over financial reporting that might be material weaknesses. A material weakness is a reportable condition in which the design or operation of one or more of the internal control components does not reduce to a relatively low level the risk that misstatements caused by error or fraud in amounts that would be material in relation to the financial statements being audited may occur and not be detected within a timely period by employees in the normal course of performing their assigned functions. We noted no matters involving the internal control over financial reporting and its operation that we considered to be material weaknesses.

However, we noted certain immaterial instances of noncompliance that we have reported to management of HSA, Inc.'s in a separate letter dated December 2, 2005.

#### Compliance and Other Matters

As part of obtaining reasonable assurance about whether HSA, Inc.'s financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grants, noncompliance with which could have a direct and material effect on the determination of financial statements amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under Government Auditing Standards.

This report is intended solely for the information and use of the audit committee, management, board of directors, and the federal awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

December 2, 2005

#### GOMEZ & COMPANY

CERTIFIED PUBLIC ACCOUNTANTS
6750 W. LOOP SOUTH, SUITE 520
HOUSTON, TEXAS 77401
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## REPORT ON COMPLIANCE WITH REQUIREMENTS APPLICABLE TO EACH MAJOR PROGRAM AND INTERNAL CONTROL OVER COMPLIANCE IN ACCORDANCE WITH OMB CIRCULAR A-133

To The Board of Directors of Cosmos Foundation, INC. dba Harmony Science Academy Houston, Texas

#### Compliance

We have audited the compliance of Cosmos Foundation, INC. dba Harmony Science Academy (HSA) with the types of compliance requirements described in the U.S. Office of Management and Budget (OMB) Circular A-133 Compliance Supplement that are applicable to each of its major federal programs for the year ended August 31, 2005. HSA, Inc.'s major federal programs are identified in the summary of auditor's result section of the accompanying schedule of findings and questioned costs. Compliance with the requirements of laws, regulations, contracts and grants applicable to each of its major federal programs is the responsibility of HSA, Inc.'s management. Our responsibility is to express an opinion on HSA, Inc.'s compliance based on our audit.

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in Government Auditing standards, issued by the Comptroller General of the United States; and OMB Circular A-133, "Audits of States, Local Governments, and Non-Profit Organizations." Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about HSA, Inc.'s compliance with those requirements and performing such other procedures, as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination on HSA, Inc.'s compliance with those requirements.

In our opinion, HSA, Inc. complied, in all material respects, with the requirements referred to above that are applicable to each of its major federal programs for the year ended August 31, 2005.

#### Internal Control over Compliance

The management of HSA, Inc. is responsible for establishing and maintaining effective internal control over compliance with requirements of laws, regulations, contracts and grants applicable to federal programs. In planning and performing our audit, we considered HSA, Inc.'s internal control over compliance with requirements that could have a direct and material effect on a major federal program in order to determine our auditing procedures for the purpose of expressing our opinion on compliance and to test and report on internal control over compliance in accordance with OMB Circular A-133.

Our consideration of the internal control over compliance would not necessarily disclose all matters in the internal control that might be material weaknesses. A material weakness is a reportable condition in which the design or operation of one or more of the internal control components does not reduce to a relatively low level the risk that noncompliance with the applicable requirements of law, regulations, contracts, and grants caused by error or fraud that would be material in relation to a major federal program being audited may occur and not be detected within a timely period by employees in the normal course of performing their assigned functions. We noted no matters involving the internal control over compliance and its operation that we consider to be material weaknesses.

This report is intended solely for the information and use of the audit committee, management, board of directors, and the federal awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

December 2, 2005 December 2, 2005

#### SCHEDULE OF FINDINGS AND QUESTIONED COSTS

#### FOR THE YEAR ENDED AUGUST 31, 2005

#### Summary of Audit Results

- 1. Unqualified opinion issued on financial statements.
- 2. No reportable conditions or material weaknesses on internal control over financial statements.
- 3. No instances of noncompliance which is material to the financial statements.
- 4. No reportable conditions or material weaknesses on internal control over major programs.
- 5. Unqualified opinion issued on compliance with major programs.
- 6. The audit did not disclose any audit findings which are required to be reported under section .510 (a) of OMB A-133.
- 7. Major programs:

U.S. Department of Education
Passed – Through Texas Education Agency
Title I, Part A - Improving Basic Skills

CFDA Number 84.010A

- 8. A \$300,000.00 threshold was used to distinguish between Type A and Type B programs as described in section .520 (b) of OMB A-133.
- 9. Agency qualifies as a low-risk auditee.

| Current Year Findings   | Questioned<br>Costs |
|---|---------------------|
| No audit findings were noted as per governmental auditing standards and Section 510 (a) of OMB A-133  | <u>\$ -0-</u>       |
| Summary Schedule of Prior Year Findings   |                     |
| No audit findings were noted as per Section .300 (f) of OMB A-133 for the year ended August 31, 2004. | <u>\$ -0-</u>       |

#### SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

| Federal Grantor/                                  | Federal | Pass - Through     | P 1 1        |
|---|---------|--------------------|--------------|
| Pass - Through Grantor/                           | CFDA    | Entity Identifying | Federal      |
| Program Title                                     | Number  | Number             | Expenditures |
| U.S. Department of Education                      |         |                    |              |
| Passed - Through Texas Education Agency:          |         |                    |              |
| ESEA, Title I, Part A                             | 84.010A | 05610101101846     | 203,801      |
| IDEA - B, Formula                                 | 84.027A | 056600011018466600 | 116,687      |
| IDEA - B, Formula                                 | 84.027A | 056600042278166604 | 1,704        |
| Carl D. Perkins Basic Grant                       | 84.048A | 0542000610184604   | 4,383        |
| ESEA, Title IV, Part A - Safe & Drug-Free Schools | 84.186A | 05691001101846     | 5,060        |
| Public Charter Schools Grant                      | 84.282A | 045900067110002    | 70,000       |
| Public Charter Schools Grant                      | 84.282A | 05590007110002     | 18,500       |
| ESEA, Title V, Part A - Innovative Programs       | 84.298A | 05685001101846     | 3,163        |
| ESEA, Title II, Part D - Enhancing Education      | 84.318X | 05630001227816     | 5,486        |
| ESEA, Title II, Part A - Teacher & Principal      | 84.367A | 05694501101846     | 42,490       |
| LSLA, Title II, Fart A - Teacher & Filhelpar      | 07.JU/A | 03074301101040     | 72,770       |
| Total U.S. Department of Education                |         | _                  | 471,274      |
| U.S. Department of Agriculture                    |         |                    |              |
| Passed - Through Texas Education Agency           |         |                    |              |
| Federal Food Service Reimbursement                |         |                    |              |
| Breakfast   | 10.553  | 71400401           | 2,739        |
| Breakfast   | 10.553  | 71400501           | 14,269       |
| Lunch   | 10.555  | 71300401           | 24,906       |
| Lunch   | 10.555  | 71300501           | 121,545      |
|   |         |                    |              |
| Total U.S. Department of Agriculture              |         |                    | 163,459      |
| Total Expenditures of Federal Awards              |         | <u>\$</u>          | 634,733      |

# COSMOS FOUNDATION, INC. dba HARMONY SCIENCE ACADEMY NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS FOT THE YEAR ENDED AUGUST 31, 2005

#### NOTE 1 - SIGNIFICANT ACCOUNTING POLICIES

Same of

#### Basis of Presentation

1.1 44 E

The accompanying schedule of federal, state and local awards is prepared on the accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of OMB Circular A-133, "Audits of States, Local Governments, and Non-Profit Organizations." Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of, the basic financial statements.

| <b>7</b> . ' | The | ESP's | annual | company | reports | for | the | last | two | vears |
|--------------|-----|-------|--------|---------|---------|-----|-----|------|-----|-------|
|--------------|-----|-------|--------|---------|---------|-----|-----|------|-----|-------|

The requested documents are attached.

### 2004-05 Academic Excellence Indicator System

District Name: HARMONY SCIENCE ACADEMY (AUSTIN)

Campus Name: HARMONY SCIENCE ACADEMY - AUSTIN

Campus #: 227816001

2005 Accountability Rating: Recognized

Gold Performance Acknowledgments:

Commended on Social Studies

This is a Charter School.

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District Name: HARMONY SCIENCE ACADEMY (A

Campus Name: HARMONY SCIENCE ACADEMY -

Campus #: 227816001

I

Section I - Page 1 Total Students: 208

Grade Span: 06 - 10 School Type: Both Elem/Sec

| Indicator:                      |              | State             | District             | Campus<br>Group | Campus               | African<br>American | Hispanic               | White                  | Native<br>American | Asian/<br>Pacific Is | Male         | Female          | Special<br>Ed | Econ<br>Disad | LEP |
|---------------------------------|--------------|-------------------|----------------------|-----------------|----------------------|---------------------|------------------------|------------------------|--------------------|----------------------|--------------|-----------------|---------------|---------------|-----|
| TAKS Met 2005<br>Grade 6 (Engli |              | ď                 |                      |                 |                      |                     |                        |                        |                    |                      |              |                 |               |               |     |
| Reading                         | 2005<br>2004 | 86%<br>79%        | 95%<br>89%           | 90%<br>79%      | 95%<br>89%           | *<br>86%            | 98%<br>86%             | 82%<br>> 99%           | *                  | *                    | 94%<br>86%   | 96%<br>91%      | *             | 98%<br>86%    | *   |
| Mathematics                     | 2005<br>2004 | 73%<br>68%        | 95%<br>93%           | 68%<br>65%      | 95%<br>93%           | *<br>86%            | 95%<br>90%             | > 99%<br>> 99%         | *                  | *                    | 97%<br>95%   | 92%<br>92%      | *             | 93%<br>90%    | *   |
| All Tests                       | 2005<br>2004 | 69%<br>63%        | 90%<br>87%           | 67%<br>59%      | 90%<br>87%           | *<br>86%            | 93%<br>82%             | 82%<br>> 99%           | *                  | *                    | 91%<br>82%   | 88%<br>92%      | *             | 90%<br>86%    | *   |
| TAKS Met 2005<br>Grade 7        | Standar      | ď                 |                      |                 |                      |                     |                        |                        |                    |                      |              |                 |               |               |     |
| Reading                         | 2005<br>2004 | 81%<br>76%        | 93%<br>87%           | 80%<br>78%      | 93%<br>87%           | 78%<br>75%          | 97%<br>86%             | 93%<br>> 99%           | *                  | *                    | 96%<br>99%   | 91%<br>79%      | *             | 97%<br>83%    | *   |
| Mathematics                     | 2005<br>2004 | 65%<br>61%        | 93%<br>83%           | 58%<br>63%      | 93%<br>83%           | 78%<br>75%          | 94%<br>79%             | > 99%<br>> 99%         | *                  | *                    | 96%<br>91%   | 91%<br>79%      | *             | 95%<br>92%    | *   |
| Writing                         | 2005<br>2004 | 89%<br>89%        | 90%<br>> 99%         | 89%<br>90%      | 90%<br>> 99%         | 90%<br>> 99%        | 91%<br>> 99%           | 87%<br>> 99%           | *                  | * >                  | 88%<br>• 99% | 91%<br>> 99%    | *             | 88%<br>> 99%  | *   |
| All Tests                       | 2005<br>2004 | 60%<br>56%        | 82%<br>81%           | 51%<br>58%      | 82%<br>81%           | 70%<br>67%          | 85%<br>79%             | 80%<br>> 99%           | *                  | *                    | 81%<br>91%   | 83%<br>75%      | *             | 83%<br>85%    | *   |
| TAKS Met 2005<br>Grade 8        | Standar      | ď                 |                      |                 |                      |                     |                        |                        |                    |                      |              |                 |               |               |     |
| Reading                         | 2005<br>2004 | 84%<br>84%        | 89%<br>87%           | 90%<br>86%      | 89%<br>87%           | 88%<br>75%          | 83%<br>> 99%           | > 99%<br>83%           | *                  | * >                  | 81%<br>• 99% | > 99%<br>77%    | *             | 86%<br>70%    | *   |
| Mathematics                     | 2005<br>2004 | 62%<br>58%        | 74%<br>57%           | 53%<br>57%      | 74%<br>57%           | 75%<br>38%          | 75%<br>75%             | 71%<br>50%             | *                  | *                    | 69%<br>60%   | 82%<br>54%      | *             | 71%<br>40%    | *   |
| Soc Studies                     | 2005<br>2004 | 85%<br>82%        | 96%<br>96%           | 84%<br>85%      | 96%<br>96%           | 88%<br>88%          | > 99%<br>> 99%         | > 99%<br>> 99%         | *                  | * >                  | 94%<br>• 99% | > 99%<br>92%    | *             | > 99%<br>90%  | *   |
| All Tests                       | 2005<br>2004 | 58%<br>54%        | 70%<br>57%           | 50%<br>53%      | 70%<br>57%           | 75%<br>38%          | 67%<br>75%             | 71%<br>50%             | *                  | *                    | 63%<br>60%   | 82%<br>54%      | *             | 64%<br>40%    | *   |
| TAKS Met 2005<br>Grade 9        | Standar      | ·d                |                      |                 |                      |                     |                        |                        |                    |                      |              |                 |               |               |     |
| Reading                         | 2005<br>2004 | 83%<br>77%        | > 99%<br>83%         | 87%<br>*        | > 99%<br>83%         | *<br>86%            | > 99%<br>*             | *<br>75%               | *                  | * >                  | 99%<br>75%   | *<br>90%        | *             | > 99%<br>83%  | *   |
| Mathematics                     | 2005<br>2004 | 58%<br>52%        | > 99%<br>59%         | 66%<br>*        | > 99%<br>59%         | *<br>71%            | > 99%<br>*             | *<br>63%               | *                  | * >                  | 99%<br>63%   | *<br>56%        | *             | > 99%<br>17%  | *   |
| All Tests                       | 2005<br>2004 | <b>56%</b><br>50% | > <b>99</b> %<br>50% | 58%<br>*        | > <b>99</b> %<br>50% | *<br>71%            | > <b>99</b> %<br>* Pag | *<br>ge 13 <b>08</b> % | *                  | * ><br>*             | 99%<br>38%   | <b>*</b><br>60% | *             | > 99%<br>17%  | *   |

Section I - Page 2
Total Students: 208
Grade Span: 06 - 10
School Type: Both Elem/Sec

Campus Name: HARMONY SCIENCE ACADEMY - Campus #: 227816001

| Indicator:                       |              | State              | District     | Campus<br>Group    | Campus       | African<br>American | Hispanic          | White              | Native<br>American | Asian/<br>Pacific Is | Male         | Female             | Special<br>Ed | Econ<br>Disad     | LEP      |
|----------------------------------|--------------|--------------------|--------------|--------------------|--------------|---------------------|-------------------|--------------------|--------------------|----------------------|--------------|--------------------|---------------|-------------------|----------|
| TAKS Met 2005<br>Grade 10        | standar      | ra                 |              |                    |              |                     |                   |                    |                    |                      |              |                    |               |                   |          |
| Eng Lang Arts                    | 2005<br>2004 | 68%<br>73%         | 70%<br>*     | 71%<br>*           | 70%<br>*     | *                   | *                 | 60%<br>*           | *                  | *                    | *            | 67%<br>*           | *             | *                 | *        |
| Mathematics                      | 2005<br>2004 | 59%<br>53%         | 70%<br>*     | 67%<br>*           | 70%<br>*     | *                   | *                 | 60%<br>*           | *                  | *                    | *            | 67%<br>*           | *             | *                 | *        |
| Science                          | 2005<br>2004 | 55%<br>52%         | > 99%<br>*   | 47%<br>*           | > 99%<br>*   | *                   | *                 | > 99%              | *                  | *                    | *            | > 99%<br>*         | *             | *                 | *        |
| Soc Studies                      | 2005<br>2004 | 85%<br>81%         | > 99%<br>*   | 86%<br>*           | > 99%<br>*   | *                   | *                 | > 99%<br>*         | *                  | *<br>*               | *            | > 99%<br>*         | *             | *                 | *        |
| All Tests                        | 2005<br>2004 | 40%<br>39%         | 60%<br>*     | 34%<br>*           | 60%<br>*     | *                   | *                 | 40%<br>*           | *                  | *<br>*               | *            | 67%<br>*           | *             | *                 | *        |
| TAKS Met Stand<br>(Standard Acco |              |                    |              | ested)             |              |                     |                   |                    |                    |                      |              |                    |               |                   |          |
| Reading/ELA                      | 2005<br>2004 | 83%<br>80%         | 92%<br>87%   | 84%<br>81%         | 92%<br>87%   | 85%<br>80%          | 96%<br>90%        | 88%<br>91%         | *                  | *<br>80%             | 92%<br>90%   | 93%<br>85%         | *             | 95%<br>82%        | 67%<br>* |
| Mathematics                      | 2005<br>2004 | 72%<br>67%         | 89%<br>78%   | 69%<br>62%         | 89%<br>78%   | 79%<br>67%          | 92%<br>80%        | 89%<br>83%         | *                  | *<br>> 99%           | 90%<br>82%   | 88%<br>75%         | *             | 89%<br>72%        | 83%<br>* |
| Writing                          | 2005<br>2004 | 90%<br>89%         | 90%<br>> 99% | 89%<br>90%         | 90%<br>> 99% | 90%<br>> 99%        | 91%<br>> 99%      | 87%<br>> 99%       | *                  | *                    | 88%<br>> 99% | 91%<br>> 99%       | *             | 88%<br>> 99%      | *        |
| Science                          | 2005<br>2004 | 66%<br>60%         | > 99%<br>*   | 61%<br>*           | > 99%<br>*   | *                   | *                 | > 99%<br>*         | *                  | *                    | *            | > 99%<br>*         | *             | *                 | *        |
| Soc Studies                      | 2005<br>2004 | 88%<br>85%         | 97%<br>96%   | 88%<br>85%         | 97%<br>96%   | 92%<br>88%          | > 99%<br>> 99%    | > 99%<br>> 99%     | *                  | *                    | 95%<br>> 99% | > 99%<br>92%       | *             | > 99%<br>90%      | *        |
| All Tests                        | 2005<br>2004 | <b>62</b> %<br>58% | 83%<br>74%   | <b>58</b> %<br>57% | 83%<br>74%   | <b>76</b> %<br>65%  | <b>87%</b><br>77% | <b>75</b> %<br>77% | *                  | <b>*</b><br>80%      | 81%<br>73%   | <b>84</b> %<br>75% | *             | <b>83%</b><br>69% | 50%<br>* |

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Total Students: 208
Grade Span: 06 - 10
School Type: Both Elem/Sec

| Campus Name: HARMONY SCIENCE ACADEMY - | 2004-05 Campus Performance | Grade Span: 06 - 10   |
|--|----------------------------|-----------------------|
| Campus #: 227816001                    |                            | School Type: Both Ele |
|  |                            |                       |

| Indicator:                                      |              | State      | District     | Campus<br>Group | Campus       | African<br>American | Hispanic       | White          | Native<br>American | Asian/<br>Pacific Is | Male       | Female       | Special<br>Ed | Econ<br>Disad | LEP       |
|---|--------------|------------|--------------|-----------------|--------------|---------------------|----------------|----------------|--------------------|----------------------|------------|--------------|---------------|---------------|-----------|
| TAKS Met Stand<br>(Panel Recomm                 |              |            | .l Grades Te | ested)          |              |                     |                |                |                    |                      |            |              |               |               |           |
| Reading/ELA                                     | 2005<br>2004 | 83%<br>80% | 92%<br>87%   | 84%<br>81%      | 92%<br>87%   | 85%<br>80%          | 96%<br>90%     | 88%<br>91%     | *                  | *<br>80%             | 92%<br>90% | 93%<br>85%   | *             | 95%<br>82%    | 67%<br>*  |
| Mathematics                                     | 2005<br>2004 | 71%<br>66% | 89%<br>78%   | 69%<br>62%      | 89%<br>78%   | 79%<br>67%          | 92%<br>80%     | 89%<br>83%     | *                  | *<br>> 99%           | 90%<br>82% | 88%<br>75%   | *             | 89%<br>72%    | 83%<br>*  |
| Writing   | 2005<br>2004 | 90%<br>89% | 90%<br>> 99% | 89%<br>90%      | 90%<br>> 99% | 90%<br>> 99%        | 91%<br>> 99%   | 87%<br>> 99%   | *                  | *                    | 88%<br>99% | 91%<br>> 99% | *             | 88%<br>> 99%  | *         |
| Science   | 2005<br>2004 | 63%<br>56% | > 99%<br>*   | 58%<br>*        | > 99%<br>*   | *                   | *              | > 99%<br>*     | *                  | *                    | *          | > 99%<br>*   | *             | *             | *         |
| Soc Studies                                     | 2005<br>2004 | 87%<br>84% | 97%<br>96%   | 86%<br>85%      | 97%<br>96%   | 92%<br>88%          | > 99%<br>> 99% | > 99%<br>> 99% | *                  | *                    | 95%<br>99% | > 99%<br>92% | *             | > 99%<br>90%  | *         |
| All Tests                                       | 2005<br>2004 | 62%<br>57% | 83%<br>74%   | 58%<br>57%      | 83%<br>74%   | 76%<br>65%          | 87%<br>77%     | 75%<br>77%     | *                  | *<br>80%             | 81%<br>73% | 84%<br>75%   | *             | 83%<br>69%    | 50%<br>*  |
| TAKS Commende                                   | d Perfor     | mance (    | Sum of All   | Grades T        | ested)       |                     |                |                |                    |                      |            |              |               |               |           |
| Reading/ELA                                     | 2005<br>2004 | 25%<br>20% | 22%<br>17%   | 22%<br>23%      | 22%<br>17%   | 22%<br>10%          | 13%<br>8%      | 35%<br>29%     | *                  | *<br>60%             | 24%<br>15% | 20%<br>18%   | *             | 15%<br>14%    | < 1%<br>* |
| Mathematics                                     | 2005<br>2004 | 20%<br>17% | 18%<br>16%   | 13%<br>13%      | 18%<br>16%   | < 1%<br>7%          | 12%<br>11%     | 36%<br>20%     | *                  | *<br>80%             | 20%<br>25% | 14%<br>8%    | *             | 14%<br>12%    | < 1%<br>* |
| Writing   | 2005<br>2004 | 26%<br>22% | 24%<br>10%   | 14%<br>19%      | 24%<br>10%   | 10%<br>< 1%         | 16%<br>7%      | 40%<br>25%     | *                  | *                    | 24%<br>18% | 24%<br>5%    | *             | 23%<br>8%     | *         |
| Science   | 2005<br>2004 | 14%<br>9%  | < 1%<br>*    | 9%<br>*         | < 1%<br>*    | *                   | *              | < 1%<br>*      | *                  | *                    | *          | < 1%<br>*    | *             | *             | *         |
| Soc Studies                                     | 2005<br>2004 | 26%<br>21% | 27%<br>26%   | 16%<br>22%      | 27%<br>26%   | 50%<br>13%          | 8%<br>50%      | 25%<br>17%     | *                  | *                    | 30%<br>60% | 24%<br>< 1%  | *             | 6%<br>20%     | *         |
| All Tests                                       | 2005<br>2004 | 10%<br>8%  | 13%<br>7%    | 5%<br>7%        | 13%<br>7%    | < 1%<br>< 1%        | 5%<br>2%       | 30%<br>11%     | *                  | *<br>60%             | 14%<br>10% | 11%<br>4%    | *             | 9%<br>4%      | < 1%<br>* |
| SDAA II Exami<br>Met ARD Expec<br>(Standard Acc | tations      |            |              |                 |              |                     |                |                |                    |                      |            |              |               |               |           |
| 2005  |              | -<br>79%   | 95%          | 83%             | 95%          | 90%                 | > 99%          | *              | *                  | *                    | 89%        | > 99%        | 95%           | > 99%         | > 99%     |
| SDAA II Exami:<br>Met ARD Expec                 | -            | m of Gr    | rades 3-10)  |                 |              |                     |                |                |                    |                      |            |              |               |               |           |
| Reading/ELA                                     |              | 82%        | 89%          | 90%             | 89%          | *                   | *              | *              | *                  | *                    | *          | > 99%        | 89%           | > 99%         | *         |
| Mathematics                                     | 2005<br>2005 | 80%<br>65% | > 99%<br>*   | 86%<br>67%      | > 99%<br>*   | *                   | > 99%<br>* Pag | *<br>e 132*    | *                  | *                    | *          | > 99%<br>*   | > 99%<br>*    | > 99%<br>*    | *         |
| _   | 2005         | 68%        | 92%          | 72%             | 92%          | 80%                 | > 99%          | *              | *                  | *                    | *          | > 99%        | 92%           | > 99%         | *         |

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Total Students: 208
Grade Span: 06 - 10
School Type: Both Elem/Sec

Campus Name: HARMONY SCIENCE ACADEMY - Campus #: 227816001

| Indicator:        | State       | District    | Campus<br>Group | Campus | African<br>American | Hispanic | White  | Native<br>American | Asian/<br>Pacific Is | Male  | Female | Special<br>Ed | Econ<br>Disad | LEP   |
|-------------------|-------------|-------------|-----------------|--------|---------------------|----------|--------|--------------------|----------------------|-------|--------|---------------|---------------|-------|
| 2005 TAKS/SDAA II | Participat: | ion (Grades | 3-11)           |        |                     |          |        |                    |                      |       |        |               |               |       |
| Tested            | 97.0%       | 96.2%       | 97.8%           | 96.2%  | 100.0%              | 93.5%    | 100.0% | -                  | *                    | 97.8% | 94.7%  | 100.0%        | 94.0%         | 53.3% |
| By Testing Progr  |             |             |                 |        |                     |          |        |                    |                      |       |        |               |               |       |
| TAKS/SDAA II      | 90.8%       | 91.4%       | 89.2%           | 91.4%  | 87.9%               | 89.7%    | 97.6%  | -                  | *                    | 94.6% | 88.3%  | 35.7%         | 90.6%         | 40.0% |
| SDAA II Only      | 6.2%        | 4.8%        | 8.6%            | 4.8%   | 12.1%               | 3.7%     | 2.4%   | -                  | *                    | 3.3%  | 6.4%   | 64.3%         | 3.4%          | 13.3% |
| By Mobility Stat  | us          |             |                 |        |                     |          |        |                    |                      |       |        |               |               |       |
| Acct Subset       | 91.3%       | 93.5%       | 90.0%           | 93.5%  | 100.0%              | 89.7%    | 97.6%  | -                  | *                    | 95.7% | 91.5%  | 100.0%        | 90.6%         | 53.3% |
| Mobile Subset     | 5.7%        | 2.7%        | 7.7%            | 2.7%   | 0.0%                | 3.7%     | 2.4%   | -                  | *                    | 2.2%  | 3.2%   | 0.0%          | 3.4%          | 0.0%  |
| Not Tested        | 3.0%        | 3.8%        | 2.2%            | 3.8%   | 0.0%                | 6.5%     | 0.0%   | _                  | *                    | 2.2%  | 5.3%   | 0.0%          | 6.0%          | 46.7% |
| Absent            | 0.2%        | 0.0%        | 0.0%            | 0.0%   | 0.0%                | 0.0%     | 0.0%   | _                  | *                    | 0.0%  | 0.0%   | 0.0%          | 0.0%          | 0.0%  |
| ARD Exempt        | 0.8%        | 0.0%        | 0.8%            | 0.0%   | 0.0%                | 0.0%     | 0.0%   | _                  | *                    | 0.0%  | 0.0%   | 0.0%          | 0.0%          | 0.0%  |
| LEP Exempt        | 1.0%        | 3.8%        | 0.0%            | 3.8%   | 0.0%                | 6.5%     | 0.0%   | _                  | *                    | 2.2%  | 5.3%   | 0.0%          | 6.0%          | 46.7% |
| Other             | 1.0%        | 0.0%        | 0.8%            | 0.0%   | 0.0%                | 0.0%     | 0.0%   | -                  | *                    | 0.0%  | 0.0%   | 0.0%          | 0.0%          | 0.0%  |
| Total Count       | 2,931,773   | 186         | 136             | 186    | 33                  | 107      | 42     | 0                  | 4                    | 92    | 94     | 14            | 117           | 15    |
| 2004 TAKS/SDAA Pa | rticipation | (Grades 3-  | 11)             |        |                     |          |        |                    |                      |       |        |               |               |       |
| Tested            | 95.4%       | 97.7%       | 98.3%           | 97.7%  | 100.0%              | 94.2%    | 100.0% | _                  | 100.0%               | 96.7% | 98.6%  | 100.0%        | 94.8%         | 60.0% |
| By Testing Progr  | am          |             |                 |        |                     |          |        |                    |                      |       |        |               |               |       |
| TAKS/SDAA         | 90.4%       | 93.2%       | 90.4%           | 93.2%  | 91.4%               | 94.2%    | 92.7%  | _                  | 100.0%               | 88.3% | 97.3%  | 25.0%         | 89.7%         | 60.0% |
| SDAA Only         | 5.0%        | 4.5%        | 7.4%            | 4.5%   | 8.6%                | 0.0%     | 7.3%   | -                  | 0.0%                 | 8.3%  | 1.4%   | 75.0%         | 5.2%          | 0.0%  |
| By Mobility Stat  | us          |             |                 |        |                     |          |        |                    |                      |       |        |               |               |       |
| Acct Subset       | 89.4%       | 94.0%       | 91.8%           | 94.0%  | 97.1%               | 92.3%    | 92.7%  | _                  | 100.0%               | 95.0% | 93.2%  | 100.0%        | 94.8%         | 60.0% |
| Mobile Subset     | 5.9%        | 3.8%        | 6.1%            | 3.8%   | 2.9%                | 1.9%     | 7.3%   | -                  | 0.0%                 | 1.7%  | 5.5%   | 0.0%          | 0.0%          | 0.0%  |
| Not Tested        | 4.6%        | 2.3%        | 1.7%            | 2.3%   | 0.0%                | 5.8%     | 0.0%   | _                  | 0.0%                 | 3.3%  | 1.4%   | 0.0%          | 5.2%          | 40.0% |
| Absent            | 0.2%        | 0.8%        | 0.2%            | 0.8%   | 0.0%                | 1.9%     | 0.0%   | _                  | 0.0%                 | 0.0%  | 1.4%   | 0.0%          | 1.7%          | 0.0%  |
| ARD Exempt        | 2.1%        | 0.0%        | 0.3%            | 0.0%   | 0.0%                | 0.0%     | 0.0%   | _                  | 0.0%                 | 0.0%  | 0.0%   | 0.0%          | 0.0%          | 0.0%  |
| LEP Exempt        | 1.2%        | 1.5%        | 0.7%            | 1.5%   | 0.0%                | 3.8%     | 0.0%   | _                  | 0.0%                 | 3.3%  | 0.0%   | 0.0%          | 3.4%          | 40.0% |
| Other             | 1.2%        | 0.0%        | 0.3%            | 0.0%   | 0.0%                | 0.0%     | 0.0%   | -                  | 0.0%                 | 0.0%  | 0.0%   | 0.0%          | 0.0%          | 0.0%  |
| Total Count       | 2,886,460   | 133         | 779             | 133    | 35                  | 52       | 41     | 0                  | 5                    | 60    | 73     | 8             | 58            | 5     |

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Total Students: 208
Grade Span: 06 - 10
School Type: Both Elem/Sec

Campus Name: HARMONY SCIENCE ACADEMY - Campus #: 227816001

| Indicator:   |                              | State                           | District        | Campus<br>Group                | Campus         | African<br>American | Hispanic       | White          | Native<br>American | Asian/<br>Pacific Is | Male           | Female         | Special<br>Ed  | Econ<br>Disad  | LEP         |
|--|------------------------------|---------------------------------|-----------------|--------------------------------|----------------|---------------------|----------------|----------------|--------------------|----------------------|----------------|----------------|----------------|----------------|-------------|
| Progress of Pr   | ior Yea                      | r TAKS I                        | Failers (Su     | m of Gra                       | des 4-11       | )                   |                |                |                    |                      |                |                |                |                |             |
| Percent of Fa  | ilers E                      | Passing 1                       | TAKS            |                                |                |                     |                |                |                    |                      |                |                |                |                |             |
| Reading/ELA  | 2005<br>2004                 | 45%<br>47%                      | 64%<br>75%      | 53%<br>47%                     | 64%<br>75%     | *                   | > 99%<br>*     | *              | *                  | *                    | 33%<br>*       | > 99%<br>60%   | *              | > 99%<br>67%   | *           |
| Mathematics  | 2005<br>2004                 | 25%<br>27%                      | 71%<br>50%      | 25%<br>26%                     | 71%<br>50%     | *<br>50%            | 88%<br>56%     | *<br>40%       | *                  | *                    | 86%<br>67%     | 57%<br>38%     | *              | 78%<br>46%     | *           |
| Average TGI G  | rowth                        |                                 |                 |                                |                |                     |                |                |                    |                      |                |                |                |                |             |
| Reading/ELA  | 2005<br>2004                 | 0.53<br>0.50                    | 0.62<br>0.93    | 0.56<br>0.47                   | 0.62<br>0.93   | *                   | 0.87<br>*      | *              | *                  | *                    | 0.55<br>*      | 0.71<br>0.65   | *              | 0.82<br>0.61   | *           |
| Mathematics  | 2005<br>2004                 | 0.38<br>0.38                    | 1.37<br>0.95    | 0.39<br>0.42                   | 1.37<br>0.95   | *<br>1.22           | 1.58<br>0.92   | *<br>0.57      | *                  | *                    | 1.64<br>1.35   | 1.09<br>0.67   | *              | 1.43<br>0.78   | *           |
| RPTE Change<br>Sum of 3-12                             |                              |                                 |                 |                                |                |                     |                |                |                    |                      |                |                |                |                |             |
| Scored 'Beginn   | ing' ir                      | 2004                            |                 |                                |                |                     |                |                |                    |                      |                |                |                |                |             |
| Beginning<br>Intermediate<br>Advanced<br>Advanced High | 2005<br>2005<br>2005<br>2005 | 48.2%<br>32.7%<br>14.6%<br>4.5% | *<br>*<br>*     | 36.7%<br>37.5%<br>0.0%<br>0.0% | *<br>*<br>*    | -<br>-<br>-         | *<br>*<br>*    | -<br>-<br>-    | -<br>-<br>-        | -<br>-<br>-          | *<br>*<br>*    | *<br>*<br>*    | -<br>-<br>-    | *<br>*<br>*    | *<br>*<br>* |
| Scored 'Interm   | ediate'                      | in 2004                         | 1               |                                |                |                     |                |                |                    |                      |                |                |                |                |             |
| Beginning<br>Intermediate<br>Advanced<br>Advanced High | 2005<br>2005<br>2005<br>2005 | 8.9%<br>30.0%<br>41.9%<br>19.2% | * * *           | 0.0%<br>25.0%<br>40.0%<br>0.0% | * * *          | -<br>-<br>-         | *<br>*<br>*    | -<br>-<br>-    | -<br>-<br>-        | -<br>-<br>-          | *<br>*<br>*    | *<br>*<br>*    | *<br>*<br>*    | *<br>*<br>*    | * * *       |
| Scored 'Advanc   | ed' in                       | 2004                            |                 |                                |                |                     |                |                |                    |                      |                |                |                |                |             |
| Beginning<br>Intermediate<br>Advanced<br>Advanced High | 2005<br>2005<br>2005<br>2005 | 1.5%<br>8.8%<br>46.8%<br>42.9%  | * * *           | 0.0%<br>0.0%<br>50.0%<br>39.8% | *<br>*<br>*    | -<br>-<br>-         | *<br>*<br>*    | -<br>-<br>-    | -<br>-<br>-        | -<br>-<br>-<br>-     | -              | * * *          | -<br>-<br>-    | *<br>*<br>*    | *<br>*<br>* |
| Attendance Rat<br>2003-04<br>2002-03                   | e                            | 95.7%<br>95.6%                  | 95.2%<br>95.2%  | 96.1%<br>95.5%                 | 95.2%<br>95.2% | 96.2%<br>96.4%      | 95.5%<br>95.6% | 94.0%<br>93.2% | -<br>*             | *                    | 95.9%<br>94.4% | 94.7%<br>96.1% | 93.8%<br>91.4% | 94.6%<br>94.8% | -<br>*      |
| Annual Dropout<br>(Standard Acco<br>2003-04            |                              |                                 | icator)<br>0.0% | 0.0%                           | 0.0%           | 0.0%                | 0.0%           | 0.0%           | _                  | *                    | 0.0%           | 0.0%           | 0.0%           | 0.0%           | _           |
| 2002-03  |                              | 0.2%                            | 0.0%            | 0.0%                           | 0.0%           | 0.0%                | 0.0%           | 0.0%           | -                  | *                    | 0.0%           | 0.0%           | 0.0%           | 0.0%           | -           |

TEXAS EDUCATION AGENCY Academic Excellence Indicator System

2004-05 Campus Performance

Section I - Page 6 Total Students: 208 Grade Span: 06 - 10

School Type: Both Elem/Sec

| Indicator:          | State      | District   | Campus<br>Group | Campus | African<br>American | Hispanic | White | Native<br>American | Asian/<br>Pacific Is | Male | Female | Special<br>Ed | Econ<br>Disad | LEP |
|---------------------|------------|------------|-----------------|--------|---------------------|----------|-------|--------------------|----------------------|------|--------|---------------|---------------|-----|
| Annual Dropout Rate | (Gr 7-12)  |            |                 |        |                     |          |       |                    |                      |      |        |               |               |     |
| (AEA Indicator)     |            |            |                 |        |                     |          |       |                    |                      |      |        |               |               |     |
| 2003-04             | 0.9%       | 0.0%       | 0.0%            | 0.0%   | 0.0%                | 0.0%     | 0.0%  | -                  | *                    | 0.0% | 0.0%   | 0.0%          | 0.0%          | -   |
| 2002-03             | 0.9%       | 0.0%       | 0.0%            | 0.0%   | 0.0%                | 0.0%     | 0.0%  | -                  | 0.0%                 | 0.0% | 0.0%   | 0.0%          | 0.0%          | -   |
| Advanced Course/Dua | l Enrollme | nt Complet | ion             |        |                     |          |       |                    |                      |      |        |               |               |     |
| 2003-04             | 19.9%      | 0.0%       | 14.1%           | 0.0%   | 0.0%                | *        | 0.0%  | -                  | -                    | 0.0% | 0.0%   | -             | 0.0%          | -   |
| 2002-03             | 19.7%      | -          | *               | _      | -                   | -        | _     | -                  | -                    | -    | -      | -             | _             | _   |

District Name: HARMONY SCIENCE ACADEMY (A

Campus Name: HARMONY SCIENCE ACADEMY -

Campus #: 227816001

<sup>&#</sup>x27;?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

<sup>&#</sup>x27;\*' indicates results are masked due to small numbers to protect student confidentiality.

<sup>&#</sup>x27;-' indicates zero observations reported for this group.

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<sup>&#</sup>x27;n/a' indicates data reporting is not applicable for this group.

Section II - Page 1 Total Students: 208 Grade Span: 06 - 10

School Type: Both Elem/Sec

Campus #: 227816001

District Name: HARMONY SCIENCE ACADEMY (A

Campus Name: HARMONY SCIENCE ACADEMY -

| STUDENT INFORMATION                          |        |                        |             |        |        |            |              |       |
|--|--------|------------------------|-------------|--------|--------|------------|--------------|-------|
|  | c      | ampus                  | ·-I         | Campus |        |            |              |       |
|  | Count  | Percer                 | ıt İ        | Group  | ·      | istrict    | s            | tate  |
| Total Students:                              | 208    | 100.0%                 | 5           | 11,544 |        | 208        | 4,383        | ,871  |
| Students By Grade: Early Childhood Education | 0      | 0.09                   | 5           | 0.5%   |        | 0.0%       |              | 0.3%  |
| Pre-Kindergarten                             | 0      | 0.0%                   | 5           | 4.3%   |        | 0.0%       |              | 4.0%  |
| Kindergarten                                 | 0      | 0.09                   | 5           | 5.2%   |        | 0.0%       |              | 7.6%  |
| Grade 1                                      | 0      | 0.09                   | 5           | 5.3%   |        | 0.0%       |              | 7.9%  |
| Grade 2                                      | 0      | 0.09                   | 5           | 5.6%   |        | 0.0%       |              | 7.6%  |
| Grade 3                                      | 0      | 0.09                   | 5           | 5.5%   |        | 0.0%       |              | 7.5%  |
| Grade 4                                      | 0      | 0.09                   | 5           | 5.3%   |        | 0.0%       |              | 7.4%  |
| Grade 5                                      | 0      | 0.0%                   | 5           | 4.4%   |        | 0.0%       |              | 7.4%  |
| Grade 6                                      | 77     | 37.09                  | 5           | 9.0%   |        | 37.0%      |              | 7.5%  |
| Grade 7                                      | 69     | 33.2%                  | 5           | 8.7%   |        | 33.2%      |              | 7.6%  |
| Grade 8                                      | 35     | 16.8%                  | 5           | 9.3%   |        | 16.8%      |              | 7.5%  |
| Grade 9                                      | 16     | 7.7%                   | 5           | 10.8%  |        | 7.7%       |              | 8.7%  |
| Grade 10                                     | 11     | 5.3%                   | 5           | 9.4%   |        | 5.3%       |              | 7.1%  |
| Grade 11                                     | 0      | 0.0%                   | 5           | 8.9%   |        | 0.0%       |              | 6.3%  |
| Grade 12                                     | 0      | 0.0%                   | 5           | 7.7%   |        | 0.0%       |              | 5.6%  |
| Ethnic Distribution: African American        | 38     | 18.3%                  | 5           | 11.0%  |        | 18.3%      | 1            | 4.2%  |
| Hispanic                                     | 115    | 55.3%                  | 5           | 35.8%  |        | 55.3%      | 4            | 4.7%  |
| White  | 51     | 24.5%                  | 5           | 51.9%  |        | 24.5%      | 3            | 7.7%  |
| Native American                              | 0      | 0.0%                   | 5           | 0.4%   |        | 0.0%       |              | 0.3%  |
| Asian/Pac. Islander                          | 4      | 1.9%                   | 5           | 0.9%   |        | 1.9%       |              | 3.0%  |
| Economically Disadvantaged                   | 119    | 57.2%                  | 5           | 58.0%  |        | 57.2%      | 5            | 4.6%  |
| Limited English Proficient (LEP)             | 15     | 7.2%                   | 5           | 5.5%   |        | 7.2%       | 1            | 5.6%  |
| Students w/Disciplinary Placements (2003-04) | 0      | 0.0%                   | 5           | 2.0%   |        | 0.0%       |              | 2.4%  |
| At-Risk                                      | 50     | 24.0%                  |             | 40.8%  |        | 24.0%      | 4            | 5.8%  |
| Mobility (2003-04)                           | 46     | 27.1%                  | 5           | 19.9%  |        | 27.1%      | 2            | 1.1%  |
| Number of Students per Teacher               | 16.0   | n/a                    |             | 10.9   |        | 16.0       | 1            | 4.9   |
| Retention Rates by Grade:                    | Non    | -Special Edu<br>Campus | cation Rate | es     |        | Special Ed | ucation Rate | s     |
|  | Campus | Group                  | District    | State  | Campus | Group      | District     | State |
| Kindergarten                                 | _      | 4.5%                   | _           | 2.9%   | _      | 5.8%       | _            | 11.3% |
| Grade 1                                      | -      | 5.7%                   | -           | 6.0%   | _      | 6.4%       | _            | 9.7%  |
| Grade 2                                      | _      | 3.0%                   | _           | 3.6%   | _      | 0.0%       | _            | 4.0%  |
| Grade 3                                      | _      | 2.7%                   | _           | 2.7%   | _      | 2.4%       | _            | 2.0%  |
| Grade 4                                      | _      | 2.6%                   | _           | 1.7%   | _      | 1.9%       | -            | 1.3%  |
| Grade 5                                      | _      | 0.6%                   | _           | 0.9%   | _      | 1.0%       | _            | 1.5%  |
| Grade 6                                      | 6.0%   | 1.4%                   | 6.0%        | 1.5%   | 0.0%   | 0.5%       | 0.0%         | 1.6%  |
| Grade 7                                      | 0.0%   | 0.6%                   | 0.0%        | 2.3%   | 0.0%   | 2.5%       | 0.0%         | 2.2%  |
| Grade 8                                      | 8.3%   | 1.6%                   | 8.3%        | 1.7%   | 0.0%   | 3.6%       | 0.0%         | 3.0%  |

#### TEXAS EDUCATION AGENCY Academic Excellence Indicator System

2004-05 Campus Profile

Section II - Page 2 Total Students: 208 Grade Span: 06 - 10

School Type: Both Elem/Sec

CLASS SIZE INFORMATION

Campus #: 227816001

(Derived from teacher responsibility records.)

District Name: HARMONY SCIENCE ACADEMY (A

Campus Name: HARMONY SCIENCE ACADEMY -

| Class Size Averages by Grade | and Subject:  | Campus | Campus<br>Group | District | State |
|------------------------------|---------------|--------|-----------------|----------|-------|
| Elementary: Kindergan        | rten          | -      | 14.3            | _        | 19.1  |
| Grade 1                      |               | -      | 13.2            | _        | 18.7  |
| Grade 2                      |               | -      | 13.6            | _        | 18.9  |
| Grade 3                      |               | -      | 14.3            | _        | 18.9  |
| Grade 4                      |               | -      | 14.0            | -        | 19.4  |
| Grade 5                      |               | -      | 12.1            | -        | 22.0  |
| Grade 6                      |               | 18.5   | 15.6            | 18.5     | 22.3  |
| Mixed Gra                    | ndes          | -      | 22.7            | -        | 25.6  |
| Secondary: English/I         | Language Arts | 20.1   | 14.0            | 20.1     | 20.5  |
| Foreign I                    | anguages      | 9.5    | 16.0            | 9.5      | 21.8  |
| Mathemati                    | Lcs           | 19.3   | 13.3            | 19.3     | 20.6  |
| Science                      |               | 16.8   | 15.8            | 16.8     | 21.7  |
| Social St                    | cudies        | 20.5   | 15.4            | 20.5     | 22.7  |

District Name: HARMONY SCIENCE ACADEMY (A

Campus Name: HARMONY SCIENCE ACADEMY -

Campus #: 227816001

Section II - Page 3
Total Students: 208
Grade Span: 06 - 10

School Type: Both Elem/Sec

| F INFORMATION  | Car            | mpus                 | Campus               |          |                      |
|--|----------------|----------------------|----------------------|----------|----------------------|
|  | Count          | Percent              | Group                | District | State                |
| Total Staff:   | 16.6           | 100.0%               | -                    | 100.0%   | 100.0%               |
| Professional Staff:                                      | 16.6           | 100.0%               | 82.8%                | 81.5%    | 62.2%                |
| Teachers   | 13.0           | 78.4%                | 73.1%                | 60.3%    | 50.4%                |
| Professional Support                                     | 0.3            | 1.9%                 | 5.1%                 | 1.5%     | 8.0%                 |
| Campus Admin. (School Leader.)                           | 3.3            | 19.7%                | 4.6%                 | 15.1%    | 2.8%                 |
| Educational Aides:                                       | 0.0            | 0.0%                 | 17.2%                | 0.0%     | 10.2%                |
| Total Minority Staff:                                    | 1.0            | 6.0%                 | 13.5%                | 18.5%    | 41.0%                |
| Teachers By Ethnicity and Sex:                           |                |                      |                      |          |                      |
| African American   | 0.0            | 0.0%                 | 4.5%                 | 0.0%     | 8.9%                 |
| Hispanic   | 1.0            | 7.7%                 | 4.6%                 | 7.7%     | 19.5%                |
| White  | 12.0           | 92.3%                | 90.4%                | 92.3%    | 70.3%                |
| Native American  | 0.0            | 0.0%                 | 0.3%                 | 0.0%     | 0.3%                 |
| Asian/Pacific Islander                                   | 0.0            | 0.0%                 | 0.2%                 | 0.0%     | 1.0%                 |
| Males  | 6.5            | 50.1%                | 28.0%                | 50.1%    | 22.9%                |
| Females  | 6.5            | 49.9%                | 72.0%                | 49.9%    | 77.1%                |
| Teachers by Years of Experience:                         |                |                      |                      |          |                      |
| Beginning Teachers                                       | 4.2            | 32.4%                | 7.6%                 | 32.4%    | 7.7%                 |
| 1-5 Years Experience                                     | 8.8            | 67.6%                | 26.3%                | 67.6%    | 28.7%                |
| 6-10 Years Experience                                    | 0.0            | 0.0%                 | 19.2%                | 0.0%     | 19.4%                |
| 11-20 Years Experience                                   | 0.0            | 0.0%                 | 25.9%                | 0.0%     | 24.5%                |
| Over 20 Years Experience                                 | 0.0            | 0.0%                 | 21.0%                | 0.0%     | 19.7%                |
|  |                | _                    | Campus               |          |                      |
|  |                | Campus               | Group                | District | State                |
| Average Years Experience of Teachers:                    |                | 1.6 yrs.             |                      |          | yrs. 11.5 yrs        |
| Average Years Experience of Teachers v                   | with District: | 1.0 yrs.             | 7.1                  | yrs. 1.0 | yrs. 7.5 yrs         |
| Average Teacher Salary by Years of Exp                   | perience:      |                      |                      |          |                      |
| (regular duties only)                                    |                | \$30,487             | <b>626 222</b>       | č20 407  | A22 77E              |
| Beginning Teachers                                       |                |                      | \$26,332             | \$30,487 | \$33,775             |
| 1-5 Years Experience<br>6-10 Years Experience            |                | \$31,085<br>-        | \$29,507             | \$31,085 | \$35,706<br>\$38,220 |
| 11-20 Years Experience                                   |                | -                    | \$33,800<br>\$39,966 | -        | \$30,220<br>\$43,501 |
| Over 20 Years Experience                                 |                | -                    | \$44,131             | -        | \$51,215             |
| Average Actual Salaries (regular dutie                   | es only):      |                      |                      |          |                      |
| Teachers   |                | \$30,891             | \$35,868             | \$30,891 | \$41,011             |
|  |                |                      | • •                  | \$25,000 | \$48,820             |
| Professional Support                                     |                | \$25,000             | 541 - 3C4            |          |                      |
| Professional Support<br>Campus Administration (School Le | eadership)     | \$25,000<br>\$36,859 | \$41,384<br>\$51,900 | \$36,859 | \$61,612             |

Grade Span: 06 - 10

Section II - Page 4

Total Students:

School Type: Both Elem/Sec

208

ACTUAL OPERATING EXPENDITURE INFORMATION General Percent Per All Percent Per All Percent Fund Student Funds Student Funds Student By Function: Total Operating Expenditures \$585,312 100.0% \$3,801 \$909,201 100.0% \$5,904 \$79,735,358 100.0% \$6,920 Instruction (11,95) \$3,079 \$427,540 73.0% \$2,776 \$474,165 52.2% \$56,496,591 70.9% \$4,903 Instructional-Related Services (12,13) \$28,708 4.9% \$186 \$30,087 3.3% \$195 \$1,933,619 2.4% \$168 Instructional Leadership (21) \$0 0.0% 0.0% \$0 \$402,308 0.5% \$35 \$0 \$0 School Leadership (23) \$40,295 6.9% \$262 \$74,256 8.2% \$482 \$5,003,746 6.3% \$434 Support Services-Student (31,32,33) \$2,594 \$2,594 \$203 0.4% \$17 0.3% \$17 \$2,333,536 2.9% Other Campus Costs (35,36,51,52,53) \$86,175 14.7% \$560 \$328,099 \$2,131 17.0% \$1,177 36.1% \$13,565,558 By Program: \$396,120 100.0% \$2,572 \$432,311 100.0% \$2,807 \$64,436,620 100.0% \$5,592 Total Operating Expenditures Bilingual/ESL Education (25) \$4,107 1.0% \$27 \$4,107 1.0% \$27 \$408,735 0.6% \$35 Career & Technology Education (22) \$12,203 3.1% \$79 \$12,203 2.8% \$79 \$4,573,086 7.1% \$397 \$780 Accelerated Education (24,30) \$28,701 7.2% \$186 \$46,945 10.9% \$305 \$8,988,142 13.9% Gifted & Talented Education (21) \$2,268 0.6% \$15 \$2,268 0.5% \$15 \$297,502 0.5% \$26 \$3,520 Regular Education (11) \$315,672 79.7% \$2,050 \$315,672 73.0% \$2,050 \$40,561,526 62.9% Special Education (23) 14.9% \$33,169 8.4% \$215 \$51,116 11.8% \$332 \$9,606,289 \$834 Other (26,27,28,29) \$0 0.0% \$0 \$0 0.0% \$0 \$1,340 0.0% \$0 PROGRAM INFORMATION |-----| Campus Count Percent Group District State Student Enrollment by Program: Bilingual/ESL Education 15 7.2% 5.3% 7.2% 14.4% Career & Technology Education 27 13.0% 31.4% 13.0% 20.3% Gifted & Talented Education 46 22.1% 6.9% 22.1% 7.7% Special Education 12 5.8% 16.7% 5.8% 11.6% Teachers by Program (population served): Bilingual/ESL Education 0.0 0.0% 1.3% 0.0% 8.4% Career & Technology Education 0.3 2.2% 7.5% 2.2% 4.0% Compensatory Education 0.0 0.0% 2.4% 0.0% 3.1% Gifted & Talented Education 0.0 0.0% 1.2% 0.0% 2.2% Regular Education 90.7% 74.8% 69.6% 11.8 90.7% Special Education 0.9 7.1% 11.8% 7.1% 10.3% Other 0.0 0.0% 0.9% 0.0% 2.5%

District Name: HARMONY SCIENCE ACADEMY (A

Campus Name: HARMONY SCIENCE ACADEMY -

Campus #: 227816001

<sup>&#</sup>x27;?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

<sup>&#</sup>x27;-' indicates zero observations reported for this group.

<sup>&#</sup>x27;n/a' indicates data reporting is not applicable for this group.

### 2005-06 Academic Excellence Indicator System

District Name: HARMONY SCIENCE ACADEMY (AUSTIN)

Campus Name: HARMONY SCIENCE ACADEMY - AUSTIN

Campus #: 227816001

2006 Accountability Rating: Recognized

Gold Performance Acknowledgments:

Attendance (2004-05)

Commended on Reading/ELA

Commended on Social Studies

This is a Charter School.

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#### TEXAS EDUCATION AGENCY Academic Excellence Indicator System

2005-06 Campus Performance

Section I - Page 1 Total Students: 253 Grade Span: 06 - 11

School Type: Both Elem/Sec

| Indicator:                      |              | State      | District   | Campus<br>Group | Campus     | African<br>American | Hispanic     | White          | Native<br>American | Asian/<br>Pacific Is | Male       | Female         | Special<br>Ed | Econ<br>Disad  | LEP |
|---------------------------------|--------------|------------|------------|-----------------|------------|---------------------|--------------|----------------|--------------------|----------------------|------------|----------------|---------------|----------------|-----|
| TAKS Met 2006<br>Grade 6 (Engl: |              | l          |            |                 |            |                     |              |                |                    |                      |            |                |               |                |     |
| Reading                         | 2006<br>2005 | 92%<br>86% | 96%<br>95% | 96%<br>90%      | 96%<br>95% | *                   | 94%<br>98%   | > 99%<br>82%   | *                  | *                    | 97%<br>94% | 95%<br>96%     | *             | 94%<br>98%     | *   |
| Mathematics                     | 2006<br>2005 | 81%<br>73% | 96%<br>95% | 83%<br>68%      | 96%<br>95% | *                   | 96%<br>95%   | > 99%<br>> 99% | *                  | *                    | 94%<br>97% | 97%<br>92%     | *             | 95%<br>93%     | *   |
| All Tests                       | 2006<br>2005 | 78%<br>69% | 93%<br>90% | 82%<br>67%      | 93%<br>90% | *                   | 93%<br>93%   | > 99%<br>82%   | *                  | *                    | 90%<br>91% | 95%<br>88%     | *             | 89%<br>90%     | *   |
| TAKS Met 2006<br>Grade 7        | Standard     | l          |            |                 |            |                     |              |                |                    |                      |            |                |               |                |     |
| Reading                         | 2006<br>2005 | 80%<br>81% | 89%<br>93% | 77%<br>80%      | 89%<br>93% | 80%<br>78%          | 87%<br>97%   | > 99%<br>93%   | *                  | *                    | 86%<br>96% | 91%<br>91%     | *             | 88%<br>97%     | *   |
| Mathematics                     | 2006<br>2005 | 71%<br>65% | 84%<br>93% | 68%<br>58%      | 84%<br>93% | > 99%<br>78%        | 79%<br>94%   | > 99%<br>> 99% | *                  | *                    | 90%<br>96% | 79%<br>91%     | *             | 85%<br>95%     | *   |
| Writing                         | 2006<br>2005 | 91%<br>89% | 93%<br>90% | 95%<br>89%      | 93%<br>90% | > 99%<br>90%        | 91%<br>91%   | > 99%<br>87%   | *                  | *                    | 93%<br>88% | 94%<br>91%     | *             | 93%<br>88%     | *   |
| All Tests                       | 2006<br>2005 | 65%<br>60% | 76%<br>82% | 60%<br>51%      | 76%<br>82% | 80%<br>70%          | 70%<br>85%   | > 99%<br>80%   | *                  | *                    | 79%<br>81% | 73%<br>83%     | *             | 73%<br>83%     | *   |
| TAKS Met 2006<br>Grade 8        | Standard     | l          |            |                 |            |                     |              |                |                    |                      |            |                |               |                |     |
| Reading                         | 2006<br>2005 | 84%<br>84% | 87%<br>89% | 86%<br>90%      | 87%<br>89% | 88%<br>88%          | 83%<br>83%   | > 99%<br>> 99% | *                  | *                    | 78%<br>81% | 95%<br>> 99%   | *             | 83%<br>86%     | *   |
| Mathematics                     | 2006<br>2005 | 68%<br>62% | 88%<br>74% | 63%<br>53%      | 88%<br>74% | 88%<br>75%          | 87%<br>75%   | 88%<br>71%     | *                  | *                    | 83%<br>69% | 91%<br>82%     | *             | 91%<br>71%     | *   |
| * Science                       | 2006         | 72%        | 85%        | 75%             | 85%        | 88%                 | 78%          | > 99%          | *                  | *                    | 78%        | 91%            | *             | 83%            | *   |
| Soc Studies                     | 2006<br>2005 | 84%<br>85% | 98%<br>96% | 88%<br>84%      | 98%<br>96% | > 99%<br>88%        | 96%<br>> 99% | > 99%<br>> 99% | *                  | *                    | 94%<br>94% | > 99%<br>> 99% | *             | > 99%<br>> 99% | *   |
| * All Tests                     | 2006<br>2005 | 58%<br>58% | 78%<br>70% | 51%<br>50%      | 78%<br>70% | 75%<br>75%          | 74%<br>67%   | 88%<br>71%     | *                  | *                    | 67%<br>63% | 86%<br>82%     | *             | 78%<br>64%     | *   |

<sup>\*</sup> Grade 8 Science (tested at 2 SEM below Panel Recommended value) is included in All Tests for 2006.

District Name: HARMONY SCIENCE ACADEMY (A

Campus Name: HARMONY SCIENCE ACADEMY -

Campus #: 227816001

### T E X A S E D U C A T I O N A G E N C Y Academic Excellence Indicator System 2005-06 Campus Performance

Section I - Page 2
Total Students: 253
Grade Span: 06 - 11
School Type: Both Elem/Sec

Campus Name: HARMONY SCIENCE ACADEMY - Campus #: 227816001

| Indicator:                  |              | State      | District       | Campus<br>Group | Campus         | African<br>American | Hispanic       | White      | Native<br>American | Asian/<br>Pacific Is | Male           | Female     | Special<br>Ed | Econ<br>Disad  | LEP |
|-----------------------------|--------------|------------|----------------|-----------------|----------------|---------------------|----------------|------------|--------------------|----------------------|----------------|------------|---------------|----------------|-----|
| TAKS Met 2006<br>Grade 9    | Standard     | 1          |                |                 |                |                     |                |            |                    |                      |                |            |               |                |     |
| Reading                     | 2006<br>2005 | 88%<br>83% | > 99%<br>> 99% | > 99%<br>87%    | > 99%<br>> 99% | *                   | > 99%<br>> 99% | *          | *                  |                      | > 99%<br>> 99% | > 99%<br>* | *             | > 99%<br>> 99% | *   |
| Mathematics                 | 2006<br>2005 | 58%<br>58% | 78%<br>> 99%   | 69%<br>66%      | 78%<br>> 99%   | *                   | 91%<br>> 99%   | *          | *                  | *                    | 90%<br>> 99%   | 63%<br>*   | *             | 75%<br>> 99%   | *   |
| All Tests                   | 2006<br>2005 | 57%<br>56% | 78%<br>> 99%   | 69%<br>58%      | 78%<br>> 99%   | *                   | 91%<br>> 99%   | *          | *                  | *                    | 90%<br>> 99%   | 63%<br>*   | *             | 75%<br>> 99%   | *   |
| TAKS Met 2006<br>Grade 10   | Standard     | i          |                |                 |                |                     |                |            |                    |                      |                |            |               |                |     |
| Eng Lang Arts               | 2006<br>2005 | 86%<br>68% | 71%<br>70%     | 92%<br>71%      | 71%<br>70%     | *                   | *              | *<br>60%   | *                  | *                    | *              | *<br>67%   | *             | 83%<br>*       | *   |
| Mathematics                 | 2006<br>2005 | 62%<br>59% | > 99%<br>70%   | 65%<br>67%      | > 99%<br>70%   | *                   | *              | *<br>60%   | *                  | *                    | *              | *<br>67%   | *             | > 99%<br>*     | *   |
| Science                     | 2006<br>2005 | 61%<br>55% | > 99%<br>> 99% | 59%<br>47%      | > 99%<br>> 99% | *                   | *              | *<br>> 99% | *                  | *                    | *              | *<br>> 99% | *             | > 99%<br>*     | *   |
| Soc Studies                 | 2006<br>2005 | 84%<br>85% | > 99%<br>> 99% | 85%<br>86%      | > 99%<br>> 99% | *                   | *              | *<br>> 99% | *                  | *                    | *              | *<br>> 99% | *             | > 99%<br>*     | *   |
| All Tests                   | 2006<br>2005 | 50%<br>40% | 71%<br>60%     | 44%<br>34%      | 71%<br>60%     | *                   | *              | *<br>40%   | *                  | *                    | *              | *<br>67%   | *             | 83%<br>*       | *   |
| TAKS Met 2006<br>^ Grade 11 | Standard     | 1          |                |                 |                |                     |                |            |                    |                      |                |            |               |                |     |
| Eng Lang Arts               | 2006<br>2005 | 89%<br>87% | 92%<br>*       | 99%<br>89%      | 92%<br>*       | *                   | *              | 83%<br>*   | *                  | *                    | 86%<br>*       | > 99%<br>* | *             | *              | *   |
| Mathematics                 | 2006<br>2005 | 78%<br>72% | 83%<br>*       | 84%<br>78%      | 83%<br>*       | *                   | *              | 83%<br>*   | *                  | * ;                  | > 99%<br>*     | 60%<br>*   | *             | *              | *   |
| Science                     | 2006<br>2005 | 76%<br>71% | > 99%<br>*     | 81%<br>69%      | > 99%<br>*     | *                   | *              | > 99%<br>* | *                  | * ;                  | > 99%<br>*     | > 99%<br>* | *             | *              | *   |
| Soc Studies                 | 2006<br>2005 | 94%<br>91% | > 99%<br>*     | > 99%<br>93%    | > 99%<br>*     | *                   | *              | > 99%<br>* | *                  | * ;                  | > 99%<br>*     | > 99%<br>* | *             | *              | *   |
| All Tests                   | 2006<br>2005 | 66%<br>60% | 75%<br>*       | 67%<br>53%      | 75%<br>*       | *                   | *              | 67%<br>*   | *                  | *                    | 86%<br>*       | 60%<br>*   | *             | *              | *   |

<sup>^</sup> Primary Spring Administration, plus June 2005 and October 2005 first-time testers who pass all 4 tests.

District Name: HARMONY SCIENCE ACADEMY (A

Campus Name: HARMONY SCIENCE ACADEMY -

Campus #: 227816001

Total Students: 253 Grade Span: 06 - 11

Section I - Page 3

School Type: Both Elem/Sec

Campus African Native Asian/ Special Econ Indicator: State District Group Campus American Hispanic White American Pacific Is Male Female Ed Disad LEP TAKS Met 2006 Standard (Sum of All Grades Tested, EXCLUDING grade 8 Science) (Standard Accountability Indicator) 87% 91% 888 91% 92% 89% 97% > 99% 88% 94% \* 90% 63% Reading/ELA 2006 2005 83% 92% 84% 92% 85% 96% 888 92% 93% \* 95% 67% Mathematics 2006 75% 89% 70% 89% 81% 89% 94% \* 88% 91% 86% 67% 89% 63% 2005 71% 89% 69% 89% 79% 92% 89% 90% 888 89% 83% Writing 2006 91% 93% 93% 93% > 99% 91% > 99% 93% 94% 93% 91% 2005 90% 90% 89% 90% 90% 87% 888 91% 88% Science 2006 70% > 99% 68% > 99% > 99% > 99% > 99% \* > 99% > 99% \* > 99% \* > 99% 2005 63% > 99% 58% > 99% > 99% 2006 87% 98% 88% 98% > 99% 96% > 99% 97% > 99% > 99% > 99% Soc Studies 2005 87% 97% 86% 97% 92% > 99% > 99% 95% > 99% > 99% 2006 67% 83% 63% 83% 73% 82% 91% \* 888 82% 84% 50% 81% 63% All Tests 2005 62% 83% 58% 83% 76% 87% 75% 81% 84% 83% 50% TAKS Met 2006 Standard (Sum of All Grades Tested, INCLUDING grade 8 Science) (2008 Preview at Panel Recommended) Science 2006 66% 66% 61% 66% 71% 54% 80% 76% 57% 60% 67% 77% 65% 85% \* 888 80% 75% All Tests 2006 65% 77% 62% 76% 74% 50% 63% TAKS Commended Performance (Sum of All Grades Tested, EXCLUDING grade 8 Science) Reading/ELA 2006 27% 25% 23% 25% 19% 21% 42% 50% 20% 29% 20% < 1% 25% \* 15% 2005 22% 22% 22% 22% 13% 35% 24% 20% < 1% 2006 23% 11% 17% 11% 12% 8% 18% 25% 15% 6% < 1% 6% Mathematics < 1% 2005 20% 18% 13% 18% < 1% 12% 36% 20% 14% 14% < 1% Writing 2006 30% 23% 22% 23% 20% 17% 43% 17% 28% 18% \* 2005 26% 24% 14% 24% 10% 16% 40% \* 24% 24% 23% \* Science 2006 16% 5% 11% 5% < 1% 20% < 1% 9% < 1% < 1% 2005 14% < 1% 9% \* < 1% \* < 1% < 1% 39% 39% 32% 53% \* 45% Soc Studies 2006 30% 20% 36% \* 33% 40% 36% \* 2005 27% 27% 50% 25% \* \* 30% \* 26% 16% 8% 24% 6% All Tests 2006 11% 6% 5% 6% 12% 2% 15% 13% 6% 5% < 1% 3% < 1% 2005 9% 10% 13% 5% 13% < 1% 5% 30% 14% 11% < 1% SDAA II Examinations (Sum of All Grades Tested) Met ARD Expectations (Standard Accountability & AEA Indicator) 2006 84% 97% 92% 97% > 99% > 99% 80% > 99% 95% 97% > 99% > 99% 2005 79% 95% 83% 95% 90% > 99% 89% > 99% 95% > 99% > 99% Page 144

District Name: HARMONY SCIENCE ACADEMY (A

Campus Name: HARMONY SCIENCE ACADEMY -

Campus #: 227816001

Section I - Page 4
Total Students: 253
Grade Span: 06 - 11

School Type: Both Elem/Sec

| Indicator:                       |      | State  | District  | Campus<br>Group | Campus | African<br>American | n Hispanic | White | Native<br>American | Asian/<br>Pacific | Is Male | Female | Special<br>Ed | Econ<br>Disad | LEP |
|----------------------------------|------|--------|-----------|-----------------|--------|---------------------|------------|-------|--------------------|-------------------|---------|--------|---------------|---------------|-----|
| SDAA II Examir<br>Met ARD Expect |      | of All | Grades Te | sted)           |        |                     |            |       |                    |                   |         |        |               |               |     |
| Reading/ELA                      | 2006 | 87%    | 93%       | > 99%           | 93%    | *                   | > 99%      | *     | *                  | *                 | > 99%   | 89%    | 93%           | > 99%         | *   |
| 3.                               | 2005 | 82%    | 89%       | 90%             | 89%    | *                   | *          | *     | *                  | *                 | *       | > 99%  | 89%           | > 99%         | *   |
| Mathematics                      | 2006 | 86%    | > 99%     | > 99%           | > 99%  | *                   | > 99%      | *     | *                  | *                 | *       | > 99%  | > 99%         | > 99%         | *   |
|                                  | 2005 | 80%    | > 99%     | 86%             | > 99%  | *                   | > 99%      | *     | *                  | *                 | *       | > 99%  | > 99%         | > 99%         | *   |
| Writing                          | 2006 | 68%    | *         | 67%             | *      | *                   | *          | *     | *                  | *                 | *       | *      | *             | *             | *   |
|                                  | 2005 | 65%    | *         | 67%             | *      | *                   | *          | *     | *                  | *                 | *       | *      | *             | *             | *   |
| All Tests                        | 2006 | 74%    | 93%       | 83%             | 93%    | *                   | > 99%      | *     | *                  | *                 | > 99%   | 89%    | 93%           | > 99%         | *   |
|                                  | 2005 | 68%    | 92%       | 72%             | 92%    | 80%                 | > 99%      | *     | *                  | *                 | *       | > 99%  | 92%           | > 99%         | *   |

Section I - Page 5
Total Students: 253
Grade Span: 06 - 11
School Type: Both Elem/Sec

Campus Name: HARMONY SCIENCE ACADEMY - Campus #: 227816001

| Indicator:           | State      | District   | Campus<br>Group | Campus | African<br>American | . Hispanic | White  | Native<br>American | Asian/<br>Pacific 1 | Is Male | Female | Special<br>Ed | Econ<br>Disad | LEP   |
|----------------------|------------|------------|-----------------|--------|---------------------|------------|--------|--------------------|---------------------|---------|--------|---------------|---------------|-------|
| 2006 TAKS/SDAA II/TA | KS-I Part  | icipation  | (Grades 3       | 3-11)  |                     |            |        |                    |                     |         |        |               |               |       |
| Tested               | 97.1%      | 88.3%      | 98.1%           | 88.3%  | 100.0%              | 95.0%      | 78.3%  | -                  | 90.0%               | 89.1%   | 87.7%  | 100.0%        | 94.1%         | 28.2% |
| By Assessment        |            |            |                 |        |                     |            |        |                    |                     |         |        |               |               |       |
| TAKS (1 or more)     | 90.7%      | 83.7%      | 91.5%           | 83.7%  | 93.3%               | 89.9%      | 73.9%  | -                  | 90.0%               | 85.7%   | 81.9%  | 36.8%         | 88.2%         | 20.5% |
| Not on TAKS          | 6.4%       | 4.7%       | 7.5%            | 4.7%   | 6.7%                | 5.0%       | 4.3%   | -                  | 0.0%                | 3.4%    | 5.8%   | 63.2%         | 5.9%          | 7.7%  |
| TAKS-I Only          | 0.1%       | 0.0%       | 0.0%            | 0.0%   | 0.0%                | 0.0%       | 0.0%   | -                  | 0.0%                | 0.0%    | 0.0%   | 0.0%          | 0.0%          | 0.0%  |
| SDAA II Only         | 5.4%       | 4.7%       | 5.6%            | 4.7%   | 6.7%                | 5.0%       | 4.3%   | -                  | 0.0%                | 3.4%    | 5.8%   | 63.2%         | 5.9%          | 7.7%  |
| TAKS-I/SDAA II On    | ly 0.8%    | 0.0%       | 0.9%            | 0.0%   | 0.0%                | 0.0%       | 0.0%   | -                  | 0.0%                | 0.0%    | 0.0%   | 0.0%          | 0.0%          | 0.0%  |
| By Acct Status       |            |            |                 |        |                     |            |        |                    |                     |         |        |               |               |       |
| Acct System          | 90.5%      | 86.0%      | 91.7%           | 86.0%  | 93.3%               | 93.7%      | 78.3%  | -                  | 80.0%               | 86.6%   | 85.5%  | 94.7%         | 93.4%         | 28.2% |
| Non-Acct System      | 6.5%       | 2.3%       | 6.1%            | 2.3%   | 6.7%                | 1.3%       | 0.0%   | -                  | 10.0%               | 2.5%    | 2.2%   | 5.3%          | 0.7%          | 0.0%  |
| Mobile               | 5.6%       | 2.3%       | 6.1%            | 2.3%   | 6.7%                | 1.3%       | 0.0%   | -                  | 10.0%               | 2.5%    | 2.2%   | 5.3%          | 0.7%          | 0.0%  |
| Non-Acct Test        | 0.2%       | 0.0%       | 0.0%            | 0.0%   | 0.0%                | 0.0%       | 0.0%   | _                  | 0.0%                | 0.0%    | 0.0%   | 0.0%          | 0.0%          | 0.0%  |
| Katrina/Rita         | 0.8%       | 0.0%       | 0.0%            | 0.0%   | 0.0%                | 0.0%       | 0.0%   | -                  | 0.0%                | 0.0%    | 0.0%   | 0.0%          | 0.0%          | 0.0%  |
| Not Tested           | 2.9%       | 11.7%      | 2.0%            | 11.7%  | 0.0%                | 5.0%       | 21.7%  | _                  | 10.0%               | 10.9%   | 12.3%  | 0.0%          | 5.9%          | 71.8% |
| Absent               | 0.2%       | 0.0%       | -               | 0.0%   | 0.0%                | 0.0%       | 0.0%   | _                  | 0.0%                | 0.0%    | 0.0%   | 0.0%          | 0.0%          | 0.0%  |
| ARD Exempt           | 0.7%       | 0.0%       | 0.0%            | 0.0%   | 0.0%                | 0.0%       | 0.0%   | _                  | 0.0%                | 0.0%    | 0.0%   | 0.0%          | 0.0%          | 0.0%  |
| LEP Exempt           | 1.0%       | 3.5%       | 0.0%            | 3.5%   | 0.0%                | 5.0%       | 2.2%   | _                  | 0.0%                | 1.7%    | 5.1%   | 0.0%          | 5.9%          | 23.1% |
| Other -              | 1.0%       | 8.2%       | 0.5%            | 8.2%   | 0.0%                | 0.0%       | 19.6%  | _                  | 10.0%               | 9.2%    | 7.2%   | 0.0%          | 0.0%          | 48.7% |
| Katrina/Rita         | 0.0%       | 0.0%       | 0.0%            | 0.0%   | 0.0%                | 0.0%       | 0.0%   | -                  | 0.0%                | 0.0%    | 0.0%   | 0.0%          | 0.0%          | 0.0%  |
| Total Count 3        | ,001,657   | 257        | 132             | 257    | 30                  | 159        | 46     | 0                  | 10                  | 119     | 138    | 19            | 136           | 39    |
| 2005 TAKS/SDAA II Pa | rticipatio | on (Grades | 3-11)           |        |                     |            |        |                    |                     |         |        |               |               |       |
| Tested               | 97.0%      | 96.2%      | 97.8%           | 96.2%  | 100.0%              | 93.5%      | 100.0% | _                  | *                   | 97.8%   | 94.7%  | 100.0%        | 94.0%         | 53.3% |
| By Assessment        |            |            |                 |        |                     |            |        |                    |                     |         |        |               |               |       |
| TAKS (1 or more)     | 90.8%      | 91.4%      | 89.2%           | 91.4%  | 87.9%               | 89.7%      | 97.6%  | _                  | *                   | 94.6%   | 88.3%  | 35.7%         | 90.6%         | 40.0% |
| SDAA II Only         | 6.2%       | 4.8%       | 8.6%            | 4.8%   | 12.1%               | 3.7%       | 2.4%   | -                  | *                   | 3.3%    | 6.4%   | 64.3%         | 3.4%          | 13.3% |
| By Mobility Status   |            |            |                 |        |                     |            |        |                    |                     |         |        |               |               |       |
| Acct Subset          | 91.3%      | 93.5%      | 90.0%           | 93.5%  | 100.0%              | 89.7%      | 97.6%  | _                  | *                   | 95.7%   | 91.5%  | 100.0%        | 90.6%         | 53.3% |
| Mobile Subset        | 5.7%       | 2.7%       | 7.7%            | 2.7%   | 0.0%                | 3.7%       | 2.4%   | -                  | *                   | 2.2%    | 3.2%   | 0.0%          | 3.4%          | 0.0%  |
| Not Tested           | 3.0%       | 3.8%       | 2.2%            | 3.8%   | 0.0%                | 6.5%       | 0.0%   | _                  | *                   | 2.2%    | 5.3%   | 0.0%          | 6.0%          | 46.7% |
| Absent               | 0.2%       | 0.0%       | 0.0%            | 0.0%   | 0.0%                | 0.0%       | 0.0%   | _                  | *                   | 0.0%    | 0.0%   | 0.0%          | 0.0%          | 0.0%  |
| ARD Exempt           | 0.8%       | 0.0%       | 0.8%            | 0.0%   | 0.0%                | 0.0%       | 0.0%   | _                  | *                   | 0.0%    | 0.0%   | 0.0%          | 0.0%          | 0.0%  |
| LEP Exempt           | 1.0%       | 3.8%       | 0.0%            | 3.8%   | 0.0%                | 6.5%       | 0.0%   | _                  | *                   | 2.2%    | 5.3%   | 0.0%          | 6.0%          | 46.7% |
| Other                | 1.0%       | 0.0%       | 0.8%            | 0.0%   | 0.0%                | 0.0%       | 0.0%   | -                  | *                   | 0.0%    | 0.0%   | 0.0%          | 0.0%          | 0.0%  |
| Total Count 2        | ,931,773   | 186        | 136             | 186    | 33                  | 107        | 42     | 0                  | 4                   | 92      | 94     | 14            | 117           | 15    |

#### TEXAS EDUCATION AGENCY Academic Excellence Indicator System

2005-06 Campus Performance

| Indicator:                       |          | State      | District    | Campus<br>Group | Campus    | African   | Ti anani a | White | Native   | Asian/<br>Pacific Is | Wala   | Female | Special<br>Ed | Econ<br>Disad | LEP   |
|----------------------------------|----------|------------|-------------|-----------------|-----------|-----------|------------|-------|----------|----------------------|--------|--------|---------------|---------------|-------|
|                                  | _        | State      |             | _               | -         |           | Hispanic   | wnite | American | Pacific is           | : мате | remate | EG            | Disad         | LEP   |
| Progress of Pr                   | rior Yea | ar TAKS Fa | ailers (Sur | n of Grad       | des 4-11) |           |            |       |          |                      |        |        |               |               |       |
| Percent of Fa                    | ailers E | Passing T  | AKS         |                 |           |           |            |       |          |                      |        |        |               |               |       |
| Reading/ELA                      |          | 51%        | 73%         | 60%             | 73%       | *         | 40%        | *     | *        | *                    | 71%    | 75%    | *             | 67%           | *     |
|                                  | 2005     | 45%        | 64%         | 53%             | 64%       | *         | > 99%      | *     | *        | *                    | 33%    | > 99%  | *             | > 99%         | *     |
| Mathematics                      | 2006     | 32%        | 43%         | 33%             | 43%       | *         | 40%        | *     | *        | *                    | 80%    | 22%    | *             | 33%           | *     |
|                                  | 2005     | 25%        | 71%         | 25%             | 71%       | *         | 88%        | *     | *        | *                    | 86%    | 57%    | *             | 78%           | *     |
| Average TGI (                    | rowth    |            |             |                 |           |           |            |       |          |                      |        |        |               |               |       |
| Reading/ELA                      | 2006     | 0.56       | 0.81        | 0.65            | 0.81      | *         | 0.72       | *     | *        | *                    | 0.74   | 0.85   | *             | 0.65          | *     |
| •                                | 2005     | 0.53       | 0.62        | 0.56            | 0.62      | *         | 0.87       | *     | *        | *                    | 0.55   | 0.71   | *             | 0.82          | *     |
| Mathematics                      | 2006     | 0.34       | 0.31        | 0.36            | 0.31      | *         | 0.26       | *     | *        | *                    | 0.36   | 0.28   | *             | 0.17          | *     |
|                                  | 2005     | 0.38       | 1.37        | 0.39            | 1.37      | *         | 1.58       | *     | *        | *                    | 1.64   | 1.09   | *             | 1.43          | *     |
| English Langua                   | ge Lear  | ners Pro   | gress Measi | ıre             |           |           |            |       |          |                      |        |        |               |               |       |
| 2005-06                          | -50 -00- | 66%        | 85%         | 67%             | 85%       | *         | 84%        | *     | *        | *                    | 82%    | 87%    | *             | 85%           | 78%   |
| Attendance Rat                   | :e       |            |             |                 |           |           |            |       |          |                      |        |        |               |               |       |
| 2004-05                          |          | 95.7%      | 96.9%       | 96.4%           | 96.9%     | 96.3%     | 97.3%      | 96.5% | -        | *                    | 97.2%  | 96.7%  | 95.8%         | 97.1%         | 98.0% |
| 2003-04                          |          | 95.7%      | 95.2%       | 96.1%           | 95.2%     | 96.2%     | 95.5%      | 94.0% | -        | *                    | 95.9%  | 94.7%  | 93.8%         | 94.6%         | -     |
| Annual Dropout<br>(Standard Acco |          |            | cator)      |                 |           |           |            |       |          |                      |        |        |               |               |       |
| 2004-05                          |          | 0.2%       | 0.0%        | 0.0%            | 0.0%      | 0.0%      | 0.0%       | 0.0%  | _        | *                    | 0.0%   | 0.0%   | 0.0%          | 0.0%          | 0.0%  |
| 2003-04                          |          | 0.2%       | 0.0%        | 0.0%            | 0.0%      | 0.0%      | 0.0%       | 0.0%  | -        | *                    | 0.0%   | 0.0%   | 0.0%          | 0.0%          | -     |
| Annual Dropout                   |          | (Gr 7-12)  |             |                 |           |           |            |       |          |                      |        |        |               |               |       |
| 2004-05                          | . ,      | 0.9%       | 0.0%        | 0.0%            | 0.0%      | 0.0%      | 0.0%       | 0.0%  | _        | *                    | 0.0%   | 0.0%   | 0.0%          | 0.0%          | 0.0%  |
| 2003-04                          |          | 0.9%       | 0.0%        | 0.0%            | 0.0%      | 0.0%      | 0.0%       | 0.0%  | -        | *                    | 0.0%   | 0.0%   | 0.0%          | 0.0%          | -     |
| COLLEGE READIN                   | IESS INI | DICATORS   |             |                 |           |           |            |       |          |                      |        |        |               |               |       |
| Advanced Cours                   | se/Dual  | Enrollme   | nt Completi | ion             |           |           |            |       |          |                      |        |        |               |               |       |
| 2004-05                          |          | 20.5%      | 0.0%        | 16.7%           | 0.0%      | 0.0%      | 0.0%       | 0.0%  | -        | -                    | 0.0%   | 0.0%   | *             | 0.0%          | -     |
| 2003-04                          |          | 19.9%      | 0.0%        | 14.1%           | 0.0%      | 0.0%      | *          | 0.0%  | -        | -                    | 0.0%   | 0.0%   | -             | 0.0%          | -     |
| Texas Success                    | Initiat  | ive (TSI   | ) - Higher  | Education       | on Readin | ess Compo | nent       |       |          |                      |        |        |               |               |       |
| Eng Lang Arts                    | 2006     | 40%        | 8%          | 33%             | 8%        | *         | *          | 17%   | *        | *                    | < 1%   | 20%    | *             | *             | *     |
|                                  | 2005     | 39%        | *           | 30%             | *         | *         | *          | *     | *        | *                    | *      | *      | *             | *             | *     |
| Mathematics                      | 2006     | 51%        | 17%         | 50%             | 17%       | *         | *          | 33%   | *        | *                    | 14%    | 20%    | *             | *             | *     |
|                                  | 2005     | 48%        | *           | 50%             | *         | *         | *          | *     | *        | *                    | *      | *      | *             | *             | *     |

<sup>&#</sup>x27;?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

District Name: HARMONY SCIENCE ACADEMY (A

Campus Name: HARMONY SCIENCE ACADEMY -

Campus #: 227816001

Section I - Page 6 Total Students: 253 Grade Span: 06 - 11

School Type: Both Elem/Sec

<sup>&#</sup>x27;\*' indicates results are masked due to small numbers to protect student confidentiality.

Page 147 '-' indicates zero observations reported for this group.

<sup>&#</sup>x27;n/a' indicates data reporting is not applicable for this group.

Section II - Page 1 Total Students: 253 Grade Span: 06 - 11

School Type: Both Elem/Sec

Campus #: 227816001

District Name: HARMONY SCIENCE ACADEMY (A

Campus Name: HARMONY SCIENCE ACADEMY -

| STUDENT INFORMATION                          | 1      | ampus        | 1           | Campus | ı      |            |               |       |  |
|--|--------|--------------|-------------|--------|--------|------------|---------------|-------|--|
|  | Count  | Percer       |             | Group  |        | istrict    | s             | tate  |  |
| Total Students:                              | 253    | 100.09       | 6           | 10,379 | ı      | 253        | 4,505         | ,572  |  |
| Students By Grade: Early Childhood Education | 0      | 0.09         | k           | 0.1%   | i      | 0.0%       |               | 0.3%  |  |
| Pre-Kindergarten                             | 0      | 0.09         | <b>š</b>    | 2.6%   | ;      | 0.0%       |               | 4.0%  |  |
| Kindergarten                                 | 0      | 0.09         | ś           | 4.7%   | ;      | 0.0%       |               | 7.8%  |  |
| Grade 1                                      | 0      | 0.09         | <b>š</b>    | 4.9%   | ;      | 0.0%       |               | 8.0%  |  |
| Grade 2                                      | 0      | 0.09         | <b>š</b>    | 4.6%   | ;      | 0.0%       |               | 7.6%  |  |
| Grade 3                                      | 0      | 0.09         | ś           | 4.9%   | ;      | 0.0%       |               | 7.6%  |  |
| Grade 4                                      | 0      | 0.09         | <b>š</b>    | 4.6%   | ;      | 0.0%       |               | 7.3%  |  |
| Grade 5                                      | 0      | 0.09         | <b>š</b>    | 4.6%   | ;      | 0.0%       |               | 7.5%  |  |
| Grade 6                                      | 83     | 32.89        | ś           | 7.2%   | ;      | 32.8%      |               | 7.2%  |  |
| Grade 7                                      | 75     | 29.69        | <b>š</b>    | 10.0%  | ;      | 29.6%      |               | 7.5%  |  |
| Grade 8                                      | 49     | 19.49        | <b>š</b>    | 10.1%  | ;      | 19.4%      |               | 7.4%  |  |
| Grade 9                                      | 24     | 9.5%         | ś           | 12.6%  | ;      | 9.5%       |               | 8.7%  |  |
| Grade 10                                     | 10     | 4.09         | ś           | 11.1%  | ;      | 4.0%       |               | 7.2%  |  |
| Grade 11                                     | 12     | 4.79         | <b>š</b>    | 9.2%   | ;      | 4.7%       |               | 6.2%  |  |
| Grade 12                                     | 0      | 0.09         | \$          | 8.6%   | i      | 0.0%       |               | 5.7%  |  |
| Ethnic Distribution: African American        | 32     | 12.69        | <b>k</b>    | 3.7%   | ;      | 12.6%      | 1             | 4.7%  |  |
| Hispanic                                     | 172    | 68.09        | <b>š</b>    | 50.6%  | i      | 68.0%      | 4             | 5.3%  |  |
| White  | 41     | 16.29        | <b>š</b>    | 44.7%  | i      | 16.2%      | 3             | 6.5%  |  |
| Native American                              | 0      | 0.09         | <b>š</b>    | 0.4%   | i      | 0.0%       |               | 0.3%  |  |
| Asian/Pac. Islander                          | 8      | 3.29         | 5           | 0.7%   | i      | 3.2%       |               | 3.1%  |  |
| Economically Disadvantaged                   | 151    | 59.79        | is a second | 58.8%  | ;      | 59.7%      | 5             | 5.6%  |  |
| Limited English Proficient (LEP)             | 19     | 7.5%         | ś           | 7.0%   | ;      | 7.5%       | 1             | 5.8%  |  |
| Students w/Disciplinary Placements (2003-04) | 0      | 0.09         | ś           | 1.8%   | ;      | 0.0%       |               | 2.3%  |  |
| At-Risk                                      | 52     | 20.69        | ś           | 47.5%  | ;      | 20.6%      | 4             | 8.7%  |  |
| Mobility (2004-05)                           | 53     | 23.19        | ś           | 19.6%  | ;      | 23.1%      | 2             | 1.1%  |  |
| Number of Students per Teacher               | 13.8   | n/a          | 1           | 10.9   |        | 13.8       | 1             | 4.9   |  |
|  | Non    | -Special Edu | cation Rate | es     |        | Special Ed | lucation Rate | s     |  |
| Retention Rates by Grade:                    | -      | Campus       |             | • •    |        | Campus     | Campus        |       |  |
|  | Campus | Group        | District    | State  | Campus | Group      | District      | State |  |
| Kindergarten                                 | _      | 3.8%         | _           | 2.9%   | -      | 17.4%      | _             | 11.8% |  |
| Grade 1                                      | -      | 4.6%         | -           | 5.9%   | -      | 4.3%       | -             | 10.2% |  |
| Grade 2                                      | -      | 2.7%         | -           | 3.5%   | -      | 3.0%       | -             | 4.3%  |  |
| Grade 3                                      | -      | 4.8%         | -           | 3.3%   | -      | 1.5%       | -             | 2.6%  |  |
| Grade 4                                      | -      | 4.3%         | -           | 1.8%   | -      | 3.2%       | -             | 1.4%  |  |
| Grade 5                                      | -      | 4.6%         | -           | 3.8%   | -      | 1.4%       | -             | 2.2%  |  |
| Grade 6                                      | 1.7%   | 1.5%         | 1.7%        | 1.5%   | 0.0%   | 1.6%       | 0.0%          | 1.6%  |  |
| Grade 7                                      | 5.4%   | 2.2%         | 5.4%        | 2.3%   | 0.0%   | 0.6%       | 0.0%          | 2.5%  |  |
| Grade 8                                      | 3.2%   | 1.5%         | 3.2%        | 1.7%   | _      | 0.6%       | _             | 3.0%  |  |

#### TEXAS EDUCATION AGENCY Academic Excellence Indicator System

2005-06 Campus Profile

Section II - Page 2 253 Total Students: Grade Span: 06 - 11

School Type: Both Elem/Sec

#### CLASS SIZE INFORMATION

Campus #: 227816001

(Derived from teacher responsibility records.)

District Name: HARMONY SCIENCE ACADEMY (A

Campus Name: HARMONY SCIENCE ACADEMY -

|                     |                       |        | Campus |          |       |
|---------------------|-----------------------|--------|--------|----------|-------|
| Class Size Averages | by Grade and Subject: | Campus | Group  | District | State |
| Elementary:         | Kindergarten          | _      | 14.1   | -        | 19.3  |
|                     | Grade 1               | _      | 13.9   | _        | 18.9  |
|                     | Grade 2               | _      | 14.5   | _        | 18.9  |
|                     | Grade 3               | _      | 15.1   | _        | 18.9  |
|                     | Grade 4               | _      | 14.2   | _        | 19.3  |
|                     | Grade 5               | _      | 15.3   | _        | 21.9  |
|                     | Grade 6               | 20.9   | 14.1   | 20.9     | 21.4  |
|                     | Mixed Grades          | -      | 11.8   | -        | 25.7  |
| Secondary:          | English/Language Arts | 16.9   | 13.8   | 16.9     | 20.3  |
| _                   | Foreign Languages     | 14.6   | 15.6   | 14.6     | 21.3  |
|                     | Mathematics           | 14.9   | 12.7   | 14.9     | 20.3  |
|                     | Science               | 17.2   | 15.6   | 17.2     | 21.5  |
|                     | Social Studies        | 16.6   | 16.0   | 16.6     | 22.5  |
|                     |                       |        |        |          |       |

District Name: HARMONY SCIENCE ACADEMY (A

Campus Name: HARMONY SCIENCE ACADEMY -

Campus #: 227816001

Section II - Page 3 Total Students: 253 Grade Span: 06 - 11

School Type: Both Elem/Sec

| INFORMATION                           | Campus         |          | Campus   |               |           |
|---------------------------------------|----------------|----------|----------|---------------|-----------|
|                                       | Count          | Percent  | Group    | District      | State     |
| Total Staff:                          | 21.7           | 100.0%   | 100.0%   | 100.0%        | 100.0%    |
| Professional Staff:                   | 21.7           | 100.0%   | 84.3%    | 85.2%         | 62.5%     |
| Teachers                              | 18.3           | 84.3%    | 74.7%    | 68.7%         | 50.7%     |
| Professional Support                  | 0.0            | 0.0%     | 5.4%     | 0.0%          | 8.0%      |
| Campus Admin. (School Leader.)        | 3.4            | 15.7%    | 4.2%     | 12.8%         | 2.8%      |
| Educational Aides:                    | 0.0            | 0.0%     | 15.7%    | 0.0%          | 10.2%     |
| Total Minority Staff:                 | 5.0            | 23.0%    | 14.8%    | 30.0%         | 41.5%     |
| Teachers By Ethnicity and Sex:        |                |          |          |               |           |
| African American                      | 1.0            | 5.5%     | 1.8%     | 5.5%          | 9.1%      |
| Hispanic                              | 2.0            | 10.9%    | 7.6%     | 10.9%         | 20.1%     |
| White                                 | 13.3           | 72.7%    | 90.1%    | 72.7%         | 69.4%     |
| Native American                       | 1.0            | 5.5%     | 0.0%     | 5.5%          | 0.3%      |
| Asian/Pacific Islander                | 1.0            | 5.5%     | 0.5%     | 5.5%          | 1.1%      |
| Males                                 | 6.7            | 36.4%    | 31.0%    | 36.4%         | 22.9%     |
| Females                               | 11.6           | 63.6%    | 69.0%    | 63.6%         | 77.1%     |
| Teachers by Years of Experience:      |                |          |          |               |           |
| Beginning Teachers                    | 10.8           | 59.0%    | 9.9%     | 59.0%         | 7.5%      |
| 1-5 Years Experience                  | 7.5            | 41.0%    | 25.0%    | 41.0%         | 29.0%     |
| 6-10 Years Experience                 | 0.0            | 0.0%     | 17.6%    | 0.0%          | 19.4%     |
| 11-20 Years Experience                | 0.0            | 0.0%     | 27.7%    | 0.0%          | 24.2%     |
| Over 20 Years Experience              | 0.0            | 0.0%     | 19.8%    | 0.0%          | 19.9%     |
|                                       |                |          | Campus   |               |           |
|                                       |                | Campus   | Group    | District      | State     |
| Average Years Experience of Teachers: |                | 1.0 yrs. |          | yrs. 1.0 yrs. | 11.5 yrs. |
| Average Years Experience of Teachers  | with District: | 0.7 yrs. | 7.0      | yrs. 0.7 yrs. | 7.6 yrs.  |
| Average Teacher Salary by Years of Ex | perience:      |          |          |               |           |
| (regular duties only)                 |                | +00 4=-  | 466 45-  | *aa           | 404 555   |
| Beginning Teachers                    |                | \$28,677 | \$30,460 | \$28,677      | \$34,505  |
| 1-5 Years Experience                  |                | \$34,092 | \$31,035 | \$34,092      | \$36,567  |
| 6-10 Years Experience                 |                | -        | \$35,403 | -             | \$39,008  |
| 11-20 Years Experience                |                | -        | \$41,333 | -             | \$43,978  |
| Over 20 Years Experience              |                | -        | \$46,537 | -             | \$51,998  |
| Average Actual Salaries (regular duti | es only):      |          |          |               |           |
| Teachers                              |                | \$30,897 | \$37,668 | \$30,897      | \$41,744  |
| Professional Support                  |                | _        | \$42,508 | -             | \$50,029  |
| Campus Administration (School L       | eadership)     | \$46,286 | \$54,313 | \$46,286      | \$62,704  |
|                                       |                |          |          |               |           |

Grade Span: 06 - 11 School Type: Both Elem/Sec

253

Section II - Page 4

2.5%

Total Students:

Campus #: 227816001

Other

District Name: HARMONY SCIENCE ACADEMY (A

Campus Name: HARMONY SCIENCE ACADEMY -

ACTUAL OPERATING EXPENDITURE INFORMATION General Percent Per All Percent Per All Percent Per Fund Student Funds Student Funds Student By Function: Total Operating Expenditures \$967,850 100.0% \$4,653 \$1,197,506 100.0% \$5,757 \$75,770,901 100.0% \$7,270 Instruction (11,95) \$5,105 \$609,090 62.9% \$2,928 \$677,242 56.6% \$3,256 \$53,204,501 70.2% Instructional-Related Services (12,13) \$28,655 3.0% \$138 \$34,735 2.9% \$167 \$1,964,118 2.6% \$188 Instructional Leadership (21) \$0 0.0% \$0 0.0% \$0 \$312,450 0.4% \$30 \$0 School Leadership (23) \$62,999 6.5% \$303 \$63,353 5.3% \$305 \$4,864,988 6.4% \$467 Support Services-Student (31,32,33) \$3,626 \$3,626 0.4% \$17 0.3% \$17 \$2,425,900 3.2% \$233 Other Campus Costs (35,36,51,52,53) \$263,480 27.2% \$2,012 17.2% \$1,247 \$1,267 \$418,550 35.0% \$12,998,944 By Program: Total Operating Expenditures \$549,095 100.0% \$2,640 \$612,622 100.0% \$2,945 \$5,880 \$61,284,281 100.0% Bilingual/ESL Education (25) \$34,026 6.2% \$164 \$34,026 5.6% \$164 \$539,279 0.9% \$52 Career & Technology Education (22) \$29,825 5.4% \$143 \$31,008 5.1% \$149 \$4,922,430 8.0% \$472 \$238 Accelerated Education (24,30) \$49,582 9.0% \$75,498 12.3% \$363 \$10,961,636 17.9% \$1,052 Gifted & Talented Education (21) \$3,500 0.6% \$17 \$3,500 0.6% \$17 \$168,672 0.3% \$16 Regular Education (11) \$406,747 74.1% \$1,956 \$419,992 68.6% \$2,019 \$37,769,081 61.6% \$3,624 Special Education (23) 7.9% \$25,415 4.6% \$122 \$48,598 \$234 \$6,783,592 11.1% \$651 Other (26,28,29) \$0 0.0% \$0 \$0 0.0% \$139,591 0.2% \$13 PROGRAM INFORMATION |-----| Campus Count Percent Group District State Student Enrollment by Program: Bilingual/ESL Education 19 7.5% 6.5% 7.5% 14.6% Career & Technology Education 46 18.2% 34.0% 18.2% 20.3% Gifted & Talented Education 55 21.7% 7.1% 21.7% 7.6% Special Education 15 5.9% 12.7% 5.9% 11.1% Teachers by Program (population served): Bilingual/ESL Education 0.8 4.2% 1.5% 4.2% 8.8% Career & Technology Education 0.4 2.3% 8.7% 2.3% 4.0% Compensatory Education 0.0 0.0% 2.2% 0.0% 3.2% Gifted & Talented Education 0.0 0.0% 1.0% 0.0% 2.2% Regular Education 88.0% 76.6% 68.9% 16.1 88.0% Special Education 1.0 5.5% 7.3% 5.5% 10.4%

0.0%

0.0

2.6%

0.0%

<sup>&#</sup>x27;?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

<sup>&#</sup>x27;-' indicates zero observations reported for this group.

<sup>&#</sup>x27;n/a' indicates data reporting is not applicable for this group.

#### 2004-05 Academic Excellence Indicator System

District Name: HARMONY SCIENCE ACADEMY

Campus Name: HARMONY SCIENCE ACADEMY

Campus #: 101846001

2005 Accountability Rating: Exemplary

Gold Performance Acknowledgments:

**AP/IB Results (2003-04)** 

Commended on Writing

Commended on Social Studies

This is a Charter School.

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Section I - Page 1

Grade Span: 06 - 12

School Type: Both Elem/Sec

381

Total Students:

2004-05 Campus Performance

District Name: HARMONY SCIENCE ACADEMY

Campus Name: HARMONY SCIENCE ACADEMY

Campus #: 101846001

| Indicator:                     |              | State      | District       | Campus<br>Group   | Campus         | African<br>American | Hispanic              | White        | Native<br>American | Asian/<br>Pacific Is | Male           | Female         | Special<br>Ed | Econ<br>Disad  | LEP          |
|--------------------------------|--------------|------------|----------------|-------------------|----------------|---------------------|-----------------------|--------------|--------------------|----------------------|----------------|----------------|---------------|----------------|--------------|
| TAKS Met 2005<br>Grade 6 (Engl |              | rd         |                |                   |                |                     |                       |              |                    |                      |                |                |               |                |              |
| Reading                        | 2005<br>2004 | 86%<br>79% | 95%<br>95%     | 90%<br>82%        | 94%<br>95%     | 94%<br>95%          | 91%<br>95%            | > 99%<br>80% | *                  | *<br>> 99%           | 90%<br>95%     | 98%<br>95%     | *             | 98%<br>94%     | 78%<br>90%   |
| Mathematics                    | 2005<br>2004 | 73%<br>68% | 90%<br>95%     | 70%<br>68%        | 95%<br>95%     | 96%<br>93%          | 95%<br>98%            | 89%<br>80%   | *                  | *<br>> 99%           | 90%<br>93%     | > 99%<br>96%   | *             | 98%<br>95%     | 89%<br>90%   |
| All Tests                      | 2005<br>2004 | 69%<br>63% | 88%<br>94%     | 69%<br>64%        | 92%<br>94%     | 92%<br>93%          | 91%<br>95%            | 89%<br>80%   | *                  | *<br>> 99%           | 85%<br>93%     | 98%<br>95%     | *             | 96%<br>94%     | 78%<br>90%   |
| TAKS Met 2005<br>Grade 7       | Standa       | rd         |                |                   |                |                     |                       |              |                    |                      |                |                |               |                |              |
| Reading                        | 2005<br>2004 | 81%<br>76% | 96%<br>92%     | 80%<br>80%        | 94%<br>92%     | 97%<br>90%          | 90%<br>97%            | *<br>86%     | *                  | *                    | 94%<br>89%     | 93%<br>95%     | *             | 93%<br>93%     | > 99%<br>78% |
| Mathematics                    | 2005<br>2004 | 65%<br>61% | 91%<br>91%     | 60%<br>60%        | 90%<br>91%     | 88%<br>92%          | 92%<br>91%            | *<br>86%     | *                  | *                    | > 99%<br>92%   | 82%<br>90%     | *             | 89%<br>88%     | 67%<br>89%   |
| Writing                        | 2005<br>2004 | 89%<br>89% | 99%<br>95%     | 89%<br>89%        | > 99%<br>95%   | > 99%<br>95%        | > 99%<br>94%          | *<br>> 99%   | *                  | * ;                  | > 99%<br>92%   | > 99%<br>98%   | *             | > 99%<br>93%   | > 99%<br>88% |
| All Tests                      | 2005<br>2004 | 60%<br>56% | 88%<br>81%     | 58%<br>56%        | 85%<br>81%     | 88%<br>83%          | 82%<br>81%            | *<br>71%     | *                  | *                    | 94%<br>76%     | 78%<br>86%     | *             | 84%<br>79%     | 67%<br>56%   |
| TAKS Met 2005<br>Grade 8       | Standa       | rd         |                |                   |                |                     |                       |              |                    |                      |                |                |               |                |              |
| Reading                        | 2005<br>2004 | 84%<br>84% | 97%<br>95%     | 90%<br>87%        | 97%<br>95%     | > 99%<br>94%        | 91%<br>95%            | > 99%        | *                  | *                    | > 99%<br>93%   | 94%<br>97%     | *             | 94%<br>95%     | *            |
| Mathematics                    | 2005<br>2004 | 62%<br>58% | 89%<br>53%     | 58%<br>60%        | 87%<br>53%     | 90%<br>48%          | 77%<br>50%            | > 99%        | *                  | *                    | 91%<br>63%     | 83%<br>43%     | *             | 85%<br>48%     | *            |
| Soc Studies                    | 2005<br>2004 | 85%<br>82% | 98%<br>95%     | 83%<br>80%        | 99%<br>95%     | > 99%<br>94%        | 95%<br>95%            | > 99%<br>*   | *                  | * ;                  | > 99%<br>97%   | 97%<br>93%     | *             | 97%<br>95%     | *            |
| All Tests                      | 2005<br>2004 | 58%<br>54% | 89%<br>53%     | 52%<br>51%        | 87%<br>53%     | 90%<br>48%          | 77%<br>50%            | > 99%<br>*   | *                  | *                    | 91%<br>63%     | 83%<br>43%     | *             | 85%<br>48%     | *            |
| TAKS Met 2005<br>Grade 9       |              |            | 330            | 310               | 333            | 100                 | 300                   |              |                    |                      |                | 150            |               | 100            |              |
| Reading                        | 2005<br>2004 | 83%<br>77% | > 99%<br>> 99% | 88%<br>80%        | > 99%<br>> 99% | > 99%<br>> 99%      | > 99%<br>> 99%        | *<br>> 99%   | *                  |                      | > 99%<br>> 99% | > 99%<br>> 99% | *             | > 99%<br>> 99% | *            |
| Mathematics                    | 2005<br>2004 | 58%<br>52% | 95%<br>74%     | 67%<br>56%        | 95%<br>74%     | 92%<br>64%          | 95%<br>67%            | *            | *                  | *                    | 96%<br>71%     | 93%<br>77%     | *             | 92%<br>83%     | *            |
| All Tests                      | 2005<br>2004 | 56%<br>50% | 95%<br>74%     | <b>65%</b><br>55% | 95%<br>74%     | 92%<br>64%          | <b>95%</b><br>67% Pag | *            | *                  | *                    | 96%<br>71%     | 94%<br>77%     | *             | 92%<br>83%     | *            |

Section I - Page 2
Total Students: 381
Grade Span: 06 - 12
School Type: Both Elem/Sec

Campus Name: HARMONY SCIENCE ACADEMY Campus #: 101846001

District Name: HARMONY SCIENCE ACADEMY

| Indicator:                      |         | State | District | Campus<br>Group | Campus | African<br>American | Hispanic | White | Native<br>American | Asian/<br>Pacific Is | Male | Female | Special<br>Ed | Econ<br>Disad | LEP |
|---------------------------------|---------|-------|----------|-----------------|--------|---------------------|----------|-------|--------------------|----------------------|------|--------|---------------|---------------|-----|
| TAKS Met 2005<br>Grade 10       | Standar | rd    |          |                 |        |                     |          |       |                    |                      |      |        |               |               |     |
| Eng Lang Arts                   | 2005    | 68%   | 78%      | 76%             | 78%    | 70%                 | 86%      | *     | *                  | *                    | 80%  | 75%    | *             | 85%           | *   |
|                                 | 2004    | 73%   | 83%      | 71%             | 83%    | 91%                 | 82%      | *     | *                  | *                    | 60%  | 95%    | *             | 82%           | *   |
| Mathematics                     | 2005    | 59%   | 88%      | 66%             | 88%    | 80%                 | 86%      | > 99% | *                  | *                    | 88%  | 89%    | *             | 86%           | *   |
|                                 | 2004    | 53%   | 77%      | 57%             | 77%    | 64%                 | 82%      | *     | *                  | *                    | 91%  | 68%    | *             | 75%           | *   |
| Science                         | 2005    | 55%   | 88%      | 53%             | 88%    | 90%                 | 86%      | 80%   | *                  | *                    | 81%  | > 99%  | *             | 79%           | *   |
|                                 | 2004    | 52%   | 88%      | 55%             | 88%    | 83%                 | 83%      | > 99% | *                  | *                    | 83%  | 90%    | *             | 85%           | *   |
| Soc Studies                     | 2005    | 85%   | 96%      | 89%             | 96%    | > 99%               | > 99%    | *     | *                  | *                    | 94%  | > 99%  | *             | 92%           | *   |
|                                 | 2004    | 81%   | 91%      | 86%             | 91%    | > 99%               | 77%      | > 99% | *                  | *                    | 92%  | 91%    | *             | 93%           | *   |
| All Tests                       | 2005    | 40%   | 56%      | 39%             | 56%    | 40%                 | 57%      | 60%   | *                  | *                    | 50%  | 67%    | *             | 50%           | *   |
|                                 | 2004    | 39%   | 56%      | 37%             | 56%    | 50%                 | 46%      | > 99% | *                  | *                    | 50%  | 59%    | *             | 57%           | *   |
| TAKS Met 2005<br>Grade 11 (Apri |         |       | on)      |                 |        |                     |          |       |                    |                      |      |        |               |               |     |
| Eng Lang Arts                   | 2005    | 88%   | 89%      | 90%             | 89%    | > 99%               | 83%      | *     | *                  | * >                  | 99%  | 81%    | *             | 91%           | *   |
|                                 | 2004    | 86%   | 77%      | 91%             | 77%    | *                   | 60%      | *     | *                  | *                    | 80%  | 75%    | *             | *             | *   |
| Mathematics                     | 2005    | 81%   | 96%      | 83%             | 96%    | > 99%               | 92%      | *     | *                  | * >                  | 99%  | 94%    | *             | > 99%         | *   |
|                                 | 2004    | 77%   | > 99%    | 75%             | > 99%  | *                   | > 99%    | *     | *                  | * >                  | 99%  | > 99%  | *             | *             | *   |
| Science                         | 2005    | 81%   | > 99%    | 86%             | > 99%  | > 99%               | > 99%    | > 99% | *                  | * >                  | 99%  | > 99%  | *             | > 99%         | *   |
|                                 | 2004    | 77%   | > 99%    | 81%             | > 99%  | *                   | > 99%    | *     | *                  | * >                  | 99%  | > 99%  | *             | *             | *   |
| Soc Studies                     | 2005    | 95%   | > 99%    | > 99%           | > 99%  | > 99%               | > 99%    | > 99% | *                  | * >                  | 99%  | > 99%  | *             | > 99%         | *   |
|                                 | 2004    | 95%   | > 99%    | > 99%           | > 99%  | *                   | > 99%    | *     | *                  | * >                  | 99%  | > 99%  | *             | *             | *   |
| All Tests                       | 2005    | 69%   | 90%      | 68%             | 90%    | > 99%               | 85%      | > 99% | *                  | * >                  | 99%  | 83%    | *             | 92%           | *   |
|                                 | 2004    | 64%   | 77%      | 67%             | 77%    | *                   | 60%      | *     | *                  | *                    | 80%  | 75%    | *             | *             | *   |

Section I - Page 3
Total Students: 381
Grade Span: 06 - 12
School Type: Both Elem/Sec

Campus Name: HARMONY SCIENCE ACADEMY Campus #: 101846001

District Name: HARMONY SCIENCE ACADEMY

| Indicator:                       |              | State              | District          | Campus<br>Group    | Campus            | African<br>American | Hispanic            | White              | Native<br>American | Asian/<br>Pacific Is | Male               | Female       | Special<br>Ed      | Econ<br>Disad       | LEP          |
|----------------------------------|--------------|--------------------|-------------------|--------------------|-------------------|---------------------|---------------------|--------------------|--------------------|----------------------|--------------------|--------------|--------------------|---------------------|--------------|
| TAKS Met Stand<br>(Standard Acco |              |                    |                   | sted)              |                   |                     |                     |                    |                    |                      |                    |              |                    |                     |              |
| Reading/ELA                      | 2005<br>2004 | 83%<br>80%         | 95%<br>93%        | 85%<br>81%         | 94%<br>93%        | 95%<br>93%          | 91%<br>93%          | 97%<br>93%         | *                  | 92%<br>87%           | 94%<br>91%         | 93%<br>95%   | *<br>> 99%         | 95%<br>94%          | 90%<br>86%   |
| Mathematics                      | 2005<br>2004 | 72%<br>67%         | 91%<br>82%        | 70%<br>63%         | 92%<br>82%        | 91%<br>77%          | 90%<br>8 <b>4</b> % | 97%<br>90%         | *                  | 92%<br>93%           | 94%<br>83%         | 90%<br>81%   | *<br>50%           | 92%<br>81%          | 77%<br>90%   |
| Writing                          | 2005<br>2004 | 90%<br>89%         | 99%<br>95%        | 89%<br>88%         | > 99%<br>95%      | > 99%<br>95%        | > 99%<br>94%        | *<br>> 99%         | *                  | * >                  | 99%<br>92%         | > 99%<br>98% | *                  | > 99%<br>93%        | > 99%<br>88% |
| Science                          | 2005<br>2004 | 66%<br>60%         | 95%<br>91%        | 62%<br>62%         | 95%<br>91%        | 95%<br>87%          | 95%<br>88%          | 90%<br>> 99%       | *                  | > 99%<br>> 99%       | 89%<br>88%         | > 99%<br>93% | *                  | 88%<br>88%          | *            |
| Soc Studies                      | 2005<br>2004 | 88%<br>85%         | 98%<br>94%        | 88%<br>86%         | 98%<br>94%        | > 99%<br>96%        | 98%<br>90%          | 93%<br>> 99%       | *                  | *<br>> 99%           | 98%<br>96%         | 98%<br>93%   | > 99%<br>83%       | 97%<br>95%          | *            |
| All Tests                        | 2005<br>2004 | 62%<br>58%         | 87%<br>76%        | 60%<br>56%         | 86%<br>76%        | 88%<br>73%          | 84%<br>75%          | 91%<br>88%         | *                  | 85%<br>87%           | 87%<br>76%         | 86%<br>77%   | 83%<br>55%         | 87%<br>77%          | 73%<br>79%   |
| TAKS Met Stand<br>(Panel Recomme |              |                    | l Grades Te       | sted)              |                   |                     |                     |                    |                    |                      |                    |              |                    |                     |              |
| Reading/ELA                      | 2005<br>2004 | 83%<br>80%         | 95%<br>93%        | 85%<br>80%         | 94%<br>93%        | 95%<br>93%          | 91%<br>93%          | 97%<br>93%         | *                  | 92%<br>87%           | 94%<br>91%         | 93%<br>95%   | *<br>> 99%         | 95%<br>94%          | 90%<br>86%   |
| Mathematics                      | 2005<br>2004 | 71%<br>66%         | 91%<br>82%        | 69%<br>63%         | 92%<br>82%        | 91%<br>77%          | 90%<br>84%          | 97%<br>90%         | *                  | 92%<br>93%           | 94%<br>83%         | 90%<br>80%   | *<br>50%           | 92%<br>80%          | 77%<br>90%   |
| Writing                          | 2005<br>2004 | 90%<br>89%         | 99%<br>95%        | 89%<br>88%         | > 99%<br>95%      | > 99%<br>95%        | > 99%<br>94%        | *<br>> 99%         | *                  | * ><br>*             | 99%<br>92%         | > 99%<br>98% | *                  | > 99%<br>93%        | > 99%<br>88% |
| Science                          | 2005<br>2004 | 63%<br>56%         | 93%<br>89%        | 59%<br>55%         | 93%<br>89%        | 95%<br>87%          | 90%<br>82%          | 90%<br>> 99%       | *                  | > 99%<br>> 99%       | 86%<br>88%         | > 99%<br>90% | *                  | 85%<br>88%          | *            |
| Soc Studies                      | 2005<br>2004 | 87%<br>84%         | 98%<br>94%        | 87%<br>85%         | 98%<br>94%        | > 99%<br>96%        | 98%<br>90%          | 93%<br>> 99%       | *                  | *<br>> 99%           | 98%<br>96%         | 98%<br>93%   | > 99%<br>83%       | 97%<br>95%          | *            |
| All Tests                        | 2005<br>2004 | <b>62</b> %<br>57% | <b>87%</b><br>75% | <b>59</b> %<br>54% | <b>86%</b><br>75% | 88%<br>72%          | 83%<br>74%          | <b>91</b> %<br>88% | *                  | <b>85</b> %<br>87%   | <b>87</b> %<br>76% | 86%<br>75%   | <b>83</b> %<br>55% | 8 <b>6</b> %<br>76% | 73%<br>79%   |

District Name: HARMONY SCIENCE ACADEMY

Campus Name: HARMONY SCIENCE ACADEMY

Campus #: 101846001

Section I - Page 4
Total Students: 381
Grade Span: 06 - 12

School Type: Both Elem/Sec

| Indicator:   |              | State      | District   | Campus<br>Group | Campus     | African<br>American | Hispanic     | White       | Native<br>American | Asian/<br>Pacific Is | Male        | Female     | Special<br>Ed | Econ<br>Disad | LEP         |
|--|--------------|------------|------------|-----------------|------------|---------------------|--------------|-------------|--------------------|----------------------|-------------|------------|---------------|---------------|-------------|
| TAKS Commended                                     | l Perfoi     | mance (    | Sum of All | Grades T        | ested)     |                     |              |             |                    |                      |             |            |               |               |             |
| Reading/ELA  | 2005<br>2004 | 25%<br>20% | 28%<br>12% | 23%<br>17%      | 28%<br>12% | 33%<br>8%           | 17%<br>9%    | 38%<br>31%  | *                  | 31%<br>27%           | 22%<br>10%  | 33%<br>13% | *<br>< 1%     | 28%<br>13%    | 10%<br>10%  |
| Mathematics  | 2005<br>2004 | 20%<br>17% | 12%<br>4%  | 13%<br>14%      | 11%<br>4%  | 11%<br>1%           | 3%<br>2%     | 37%<br>19%  | *                  | 31%<br>13%           | 12%<br>5%   | 10%<br>4%  | *<br>< 1%     | 9%<br>5%      | 9%<br>< 1%  |
| Writing  | 2005<br>2004 | 26%<br>22% | 27%<br>6%  | 17%<br>16%      | 29%<br>6%  | 27%<br>3%           | 26%<br>6%    | *<br>17%    | *                  | *                    | 20%<br>< 1% | 36%<br>12% | *             | 27%<br>5%     | 22%<br>< 1% |
| Science  | 2005<br>2004 | 14%<br>9%  | 5%<br>2%   | 10%<br>5%       | 5%<br>2%   | 5%<br>7%            | < 1%<br>< 1% | 20%<br>< 1% | *                  | < 1%<br>< 1%         | 11%<br>< 1% | < 1%<br>3% | *             | 8%<br>6%      | *           |
| Soc Studies  | 2005<br>2004 | 26%<br>21% | 38%<br>22% | 17%<br>17%      | 38%<br>22% | 46%<br>21%          | 21%<br>8%    | 53%<br>75%  | *                  | *<br>29%             | 43%<br>28%  | 32%<br>18% | 40%<br>< 1%   | 37%<br>19%    | *           |
| All Tests  | 2005<br>2004 | 10%<br>8%  | 7%<br>2%   | 6%<br>5%        | 6%<br>2%   | 8%<br>< 1%          | 1%<br>2%     | 16%<br>9%   | *                  | 15%<br>7%            | 6%<br>2%    | 6%<br>2%   | < 1%<br>< 1%  | 5%<br>3%      | 5%<br>< 1%  |
| SDAA II Examin<br>Met ARD Expect<br>(Standard Acco | ations       |            |            | -               |            |                     |              |             |                    |                      |             |            |               |               |             |
| 2005   |              | 79%        | 93%        | 84%             | 95%        | > 99%               | *            | *           | *                  | *                    | 92%         | > 99%      | 95%           | 88%           | *           |
| SDAA II Examin<br>Met ARD Expect                   |              | ım of Gra  | ades 3-10) |                 |            |                     |              |             |                    |                      |             |            |               |               |             |
| Reading/ELA 2                                      | 2005         | 82%        | > 99%      | 90%             | > 99%      | *                   | *            | *           | *                  | *                    | *           | *          | > 99%         | *             | *           |
| Mathematics 2                                      |              | 80%        | > 99%      | 87%             | > 99%      | > 99%               | *            | *           | *                  |                      | > 99%       | *          | > 99%         | *             | *           |
|  | 2005         | 65%        | 75%        | 68%             | 80%        | *                   | *            | *           | *                  | *                    | *           | *          | 80%           | *             | *           |
| All Tests 2  | 2005         | 68%        | 86%        | 73%             | 90%        | > 99%               | *            | *           | *                  | *                    | 86%         | *          | 90%           | *             | *           |

Section I - Page 5
Total Students: 381
Grade Span: 06 - 12
School Type: Both Elem/Sec

Campus Name: HARMONY SCIENCE ACADEMY Campus #: 101846001

District Name: HARMONY SCIENCE ACADEMY

| Indicator:        | State       | District    | Campus<br>Group | Campus | African<br>American | Hispanic | White | Native<br>American | Asian/<br>Pacific Is | Male  | Female | Special<br>Ed | Econ<br>Disad | LEP    |
|-------------------|-------------|-------------|-----------------|--------|---------------------|----------|-------|--------------------|----------------------|-------|--------|---------------|---------------|--------|
| 2005 TAKS/SDAA II | Participat: | ion (Grades | 3-11)           |        |                     |          |       |                    |                      |       |        |               |               |        |
| Tested .          | 97.0%       | 97.0%       | 97.8%           | 96.0%  | 97.6%               | 98.4%    | 81.4% | *                  | 100.0%               | 97.7% | 94.5%  | 77.3%         | 97.5%         | 71.0%  |
| By Testing Progr  |             | .=          |                 |        | 00.40               | 00 40    | =0 10 | *                  |                      |       | 00.40  | 25.40         | 06.50         | =4 00  |
| TAKS/SDAA II      | 90.8%       | 95.0%       | 89.2%           | 93.5%  | 93.4%               | 98.4%    | 79.1% | *                  | 93.3%                | 93.6% | 93.4%  | 36.4%         | 96.5%         | 71.0%  |
| SDAA II Only      | 6.2%        | 2.0%        | 8.8%            | 2.5%   | 4.2%                | 0.0%     | 2.3%  | *                  | 6.7%                 | 4.0%  | 1.1%   | 40.9%         | 1.0%          | 0.0%   |
| By Mobility Stat  |             |             |                 |        |                     |          |       |                    |                      |       |        |               |               |        |
| Acct Subset       | 91.3%       | 95.3%       | 91.4%           | 94.1%  | 96.4%               | 96.9%    | 76.7% | *                  | 93.3%                | 94.8% | 93.4%  | 72.7%         | 97.5%         | 71.0%  |
| Mobile Subset     | 5.7%        | 1.6%        | 5.6%            | 2.0%   | 1.2%                | 1.6%     | 4.7%  | *                  | 6.7%                 | 2.9%  | 1.1%   | 4.5%          | 0.0%          | 0.0%   |
| Not Tested        | 3.0%        | 3.0%        | 2.3%            | 4.0%   | 2.4%                | 1.6%     | 18.6% | *                  | 0.0%                 | 2.3%  | 5.5%   | 22.7%         | 2.5%          | 29.0%  |
| Absent            | 0.2%        | 0.2%        | 0.0%            | 0.0%   | 0.0%                | 0.0%     | 0.0%  | *                  | 0.0%                 | 0.0%  | 0.0%   | 0.0%          | 0.0%          | 0.0%   |
| ARD Exempt        | 0.8%        | 0.9%        | 0.8%            | 1.4%   | 1.8%                | 0.8%     | 2.3%  | *                  | 0.0%                 | 0.0%  | 2.8%   | 22.7%         | 1.5%          | 0.0%   |
| LEP Exempt        | 1.0%        | 1.8%        | 0.0%            | 2.3%   | 0.6%                | 0.8%     | 14.0% | *                  | 0.0%                 | 2.3%  | 2.2%   | 0.0%          | 1.0%          | 25.8%  |
| Other             | 1.0%        | 0.2%        | 0.6%            | 0.3%   | 0.0%                | 0.0%     | 2.3%  | *                  | 0.0%                 | 0.0%  | 0.6%   | 0.0%          | 0.0%          | 3.2%   |
| Total Count       | 2,931,773   | 559         | 160             | 354    | 166                 | 128      | 43    | 2                  | 15                   | 173   | 181    | 22            | 202           | 31     |
| 2004 TAKS/SDAA Pa | rticipation | (Grades 3-  | 11)             |        |                     |          |       |                    |                      |       |        |               |               |        |
| Tested            | 95.4%       | 97.5%       | 95.4%           | 97.5%  | 96.9%               | 98.6%    | 97.3% | *                  | 94.4%                | 98.2% | 96.9%  | 65.4%         | 98.0%         | 100.0% |
| By Testing Progr  | am          |             |                 |        |                     |          |       |                    |                      |       |        |               |               |        |
| TAKS/SDAA         | 90.4%       | 95.8%       | 88.8%           | 95.8%  | 94.4%               | 98.6%    | 94.6% | *                  | 88.9%                | 95.7% | 95.8%  | 42.3%         | 97.0%         | 100.0% |
| SDAA Only         | 5.0%        | 1.7%        | 5.1%            | 1.7%   | 2.5%                | 0.0%     | 2.7%  | *                  | 5.6%                 | 2.4%  | 1.0%   | 23.1%         | 1.0%          | 0.0%   |
| By Mobility Stat  | us          |             |                 |        |                     |          |       |                    |                      |       |        |               |               |        |
| Acct Subset       | 89.4%       | 90.7%       | 88.4%           | 90.7%  | 92.5%               | 89.9%    | 89.2% | *                  | 83.3%                | 92.1% | 89.6%  | 61.5%         | 94.9%         | 93.5%  |
| Mobile Subset     | 5.9%        | 6.7%        | 6.9%            | 6.7%   | 4.3%                | 8.7%     | 8.1%  | *                  | 11.1%                | 6.1%  | 7.3%   | 3.8%          | 3.0%          | 6.5%   |
| Not Tested        | 4.6%        | 2.5%        | 4.7%            | 2.5%   | 3.1%                | 1.4%     | 2.7%  | *                  | 5.6%                 | 1.8%  | 3.1%   | 34.6%         | 2.0%          | 0.0%   |
| Absent            | 0.2%        | 0.0%        | 0.0%            | 0.0%   | 0.0%                | 0.0%     | 0.0%  | *                  | 0.0%                 | 0.0%  | 0.0%   | 0.0%          | 0.0%          | 0.0%   |
| ARD Exempt        | 2.1%        | 2.5%        | 2.4%            | 2.5%   | 3.1%                | 1.4%     | 2.7%  | *                  | 5.6%                 | 1.8%  | 3.1%   | 34.6%         | 2.0%          | 0.0%   |
| LEP Exempt        | 1.2%        | 0.0%        | 0.4%            | 0.0%   | 0.0%                | 0.0%     | 0.0%  | *                  | 0.0%                 | 0.0%  | 0.0%   | 0.0%          | 0.0%          | 0.0%   |
| Other             | 1.2%        | 0.0%        | 1.0%            | 0.0%   | 0.0%                | 0.0%     | 0.0%  | *                  | 0.0%                 | 0.0%  | 0.0%   | 0.0%          | 0.0%          | 0.0%   |
| Total Count       | 2,886,460   | 356         | 164             | 356    | 161                 | 138      | 37    | 2                  | 18                   | 164   | 192    | 26            | 197           | 31     |

District Name: HARMONY SCIENCE ACADEMY

Campus Name: HARMONY SCIENCE ACADEMY

Campus #: 101846001

Section I - Page 6
Total Students: 381
Grade Span: 06 - 12
School Type: Both Elem/Sec

| Indicator:                 |              | State          | District       | Campus<br>Group | Campus         | African<br>American | Hispanic       | White          | Native<br>American | Asian/<br>Pacific Is | Male           | Female         | Special<br>Ed  | Econ<br>Disad  | LEP            |
|----------------------------|--------------|----------------|----------------|-----------------|----------------|---------------------|----------------|----------------|--------------------|----------------------|----------------|----------------|----------------|----------------|----------------|
| Progress of Pr             | ior Ye       | ar TAKS        | Failers (Su    | ım of Gra       | des 4-11       | .)                  |                |                |                    |                      |                |                |                |                |                |
| Percent of Fa              | ilers        | Passing        | TAKS           |                 |                |                     |                |                |                    |                      |                |                |                |                |                |
| Reading/ELA                |              | 45%            | 67%            | 53%             | 80%            | *                   | 80%            | *              | *                  | *                    | 67%            | *              | *              | *              | *              |
|                            | 2004         | 47%            | 69%            | 48%             | 69%            | 50%                 | 78%            | *              | *                  | *                    | 57%            | 78%            | *              | 83%            | 80%            |
| Mathematics                | 2005<br>2004 | 25%<br>27%     | 71%<br>85%     | 25%<br>31%      | 83%<br>85%     | 75%<br>70%          | *<br>> 99%     | *              | *                  | *                    | 80%<br>90%     | 86%<br>80%     | *              | 83%<br>82%     | *              |
| Average TGI G              | rowth        |                |                |                 |                |                     |                |                |                    |                      |                |                |                |                |                |
| Reading/ELA                | 2005<br>2004 | 0.53<br>0.50   | 0.90<br>0.86   | 0.56<br>0.44    | 1.06<br>0.86   | *<br>0.91           | 1.25<br>0.85   | *              | *                  | *                    | 0.84<br>0.74   | *<br>0.94      | *              | *<br>1.15      | *<br>1.06      |
| Mathematics                | 2005<br>2004 | 0.38<br>0.38   | 0.95<br>1.25   | 0.43<br>0.44    | 1.03<br>1.25   | 1.03<br>1.27        | *<br>1.23      | *              | *                  | *                    | 1.06<br>1.12   | 1.01<br>1.37   | *              | 0.95<br>1.39   | *              |
| RPTE Change<br>Sum of 3-12 |              |                |                |                 |                |                     |                |                |                    |                      |                |                |                |                |                |
| Scored 'Interm             | ediate       | ' in 200       | 4              |                 |                |                     |                |                |                    |                      |                |                |                |                |                |
| Beginning                  | 2005         | 8.9%           | *              | 0.0%            | *              | -                   | *              | -              | -                  | -                    | *              | -              | -              | *              | *              |
| Intermediate               | 2005         | 30.0%          | *              | 25.0%           | *              | -                   | *              | -              | -                  | -                    | *              | -              | -              | *              | *              |
| Advanced<br>Advanced High  | 2005<br>2005 | 41.9%<br>19.2% | *              | 33.3%<br>0.0%   | *              | -<br>-              | *              | -              | _                  | -                    | *              | -              | -              | *              | *              |
| Scored 'Advanc             | ed' in       | 2004           |                |                 |                |                     |                |                |                    |                      |                |                |                |                |                |
| Beginning                  | 2005         | 1.5%           | *              | 0.0%            | *              | _                   | _              | _              | _                  | *                    | _              | *              | _              | *              | *              |
| Intermediate               | 2005         | 8.8%           | *              | 0.0%            | *              | _                   | _              | -              | -                  | *                    | -              | *              | _              | *              | *              |
| Advanced                   | 2005         | 46.8%          | *              | 50.0%           | *              | -                   | -              | -              | -                  | *                    | -              | *              | -              | *              | *              |
| Advanced High              | 2005         | 42.9%          | *              | 41.5%           | *              | -                   | -              | -              | -                  | *                    | -              | *              | -              | *              | *              |
| Attendance Rat             | :e           |                |                |                 |                |                     |                |                |                    |                      |                |                |                |                |                |
| 2003-04<br>2002-03         |              | 95.7%<br>95.6% | 96.4%<br>96.2% | 96.3%<br>96.4%  | 96.4%<br>96.2% | 96.6%<br>96.4%      | 96.8%<br>96.8% | 94.3%<br>93.2% | *                  | 96.1%<br>97.0%       | 96.3%<br>96.4% | 96.5%<br>96.0% | 96.0%<br>96.3% | 96.4%<br>96.0% | 96.8%<br>96.6% |
| Annual Dropout             | Date         |                |                |                 |                |                     |                |                |                    |                      |                |                |                |                |                |
| (Standard Acco             |              |                |                |                 |                |                     |                |                |                    |                      |                |                |                |                |                |
| 2003-04                    |              | 0.2%           | 0.0%           | 0.0%            | 0.0%           | 0.0%                | 0.0%           | 0.0%           | *                  | *                    | 0.0%           | 0.0%           | 0.0%           | 0.0%           | 0.0%           |
| 2002-03                    |              | 0.2%           | 0.0%           | 0.0%            | 0.0%           | 0.0%                | 0.0%           | 0.0%           | *                  | 0.0%                 | 0.0%           | 0.0%           | 0.0%           | 0.0%           | 0.0%           |
| Annual Dropout             |              | (Gr 7-12       | !)             |                 |                |                     |                |                |                    |                      |                |                |                |                |                |
| 2003-04                    | ,            | 0.9%           | 0.0%           | 0.0%            | 0.0%           | 0.0%                | 0.0%           | 0.0%           | *                  | 0.0%                 | 0.0%           | 0.0%           | 0.0%           | 0.0%           | 0.0%           |
| 2002-03                    |              | 0.9%           | 0.0%           | 0.0%            | 0.0%           | 0.0%                | 0.0%           | 0.0%           | 0.0%               | 0.0%                 | 0.0%           | 0.0%           | 0.0%           | 0.0%           | 0.0%           |
| Advanced Cours             | e/Dual       | Enrollm        | ent Complet    | ion             |                |                     |                |                |                    |                      |                |                |                |                |                |
| 2003-04                    |              | 19.9%          | 12.1%          | 15.4%           | 12.1%          | 7.9%                | 3.3%           | 30.0%          | -                  | 18.2%                | 18.8%          | 5.9%           | 0.0%           | 11.6%          | -              |
| 2002-03                    |              | 19.7%          | 0.0%           | 18.3%           | 0.0%           | 0.0%                | 0.0%           | 0.0%           | -                  | 0.0%                 | 0.0%           | 0.0%           | 0.0%           | 0.0%           | 0.0%           |

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2004-05 Campus Performance

Section I - Page 7 Total Students: 381 Grade Span: 06 - 12

School Type: Both Elem/Sec

| Indicator:       |         | State    | District    | Campus<br>Group | Campus   | African<br>American | Hispanic | White | Native<br>American | Asian/<br>Pacific Is | Male  | Female | Special<br>Ed | Econ<br>Disad | LEP |
|------------------|---------|----------|-------------|-----------------|----------|---------------------|----------|-------|--------------------|----------------------|-------|--------|---------------|---------------|-----|
| AP/IB Results    |         |          |             |                 |          |                     |          |       |                    |                      |       |        |               |               |     |
| Tested           |         |          |             |                 |          |                     |          |       |                    |                      |       |        |               |               |     |
| 2004             |         | 17.4%    | 23.5%       | 0.0%            | 23.5%    | *                   | 16.7%    | *     | -                  | *                    | 33.3% | 18.2%  | n/a           | n/a           | n/a |
| 2003             |         | 16.1%    | -           | 0.0%            | -        | -                   | -        | -     | -                  | -                    | -     | -      | n/a           | n/a           | n/a |
| Examinees >= (   | Criteri | on       |             |                 |          |                     |          |       |                    |                      |       |        |               |               |     |
| 2004             |         | 53.9%    | *           | *               | *        | *                   | *        | *     | -                  | *                    | *     | *      | n/a           | n/a           | n/a |
| 2003             |         | 56.0%    | -           | *               | -        | -                   | -        | -     | -                  | -                    | -     | -      | n/a           | n/a           | n/a |
| Scores >= Crit   | terion  |          |             |                 |          |                     |          |       |                    |                      |       |        |               |               |     |
| 200 <del>4</del> |         | 49.3%    | 37.5%       | *               | 37.5%    | *                   | *        | *     | -                  | *                    | *     | *      | n/a           | n/a           | n/a |
| 2003             |         | 51.4%    | -           | *               | -        | -                   | -        | -     | -                  | -                    | -     | -      | n/a           | n/a           | n/a |
| Texas Success I  | Initiat | ive (TS) | () - Higher | Educati         | on Readi | ness Compo          | nent     |       |                    |                      |       |        |               |               |     |
| Eng Lang Arts    | 2005    | 39%      | 30%         | 33%             | 30%      | 44%                 | 25%      | *     | *                  | *                    | 18%   | 38%    | *             | 45%           | *   |
|                  | 2004    | 29%      | 8%          | 18%             | 8%       | *                   | *        | *     | *                  | *                    | *     | 13%    | *             | *             | *   |
| Mathematics      | 2005    | 48%      | 41%         | 50%             | 41%      | 22%                 | 33%      | *     | *                  | *                    | 36%   | 44%    | *             | 45%           | *   |
|                  | 2004    | 43%      | 31%         | 50%             | 31%      | *                   | *        | *     | *                  | *                    | 40%   | 25%    | *             | *             | *   |

District Name: HARMONY SCIENCE ACADEMY

Campus Name: HARMONY SCIENCE ACADEMY

Campus #: 101846001

<sup>&#</sup>x27;?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

<sup>&#</sup>x27;\*' indicates results are masked due to small numbers to protect student confidentiality.

<sup>&#</sup>x27;-' indicates zero observations reported for this group.

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<sup>&#</sup>x27;n/a' indicates data reporting is not applicable for this group.

Section II - Page 1 Total Students: 381 Grade Span: 06 - 12

School Type: Both Elem/Sec

2.0%

1.3%

1.5%

1.6%

2.2%

3.0%

0.0%

0.0%

0.0%

|  | c      | ampus  | -1          | Campus |        |          |              |       |
|--|--------|--------|-------------|--------|--------|----------|--------------|-------|
|  | Count  | Percen | •           | Group  |        | District | s            | tate  |
| Total Students:                              | 381    | 100.0% |             | 13,281 |        | 603      | 4,383        | ,871  |
| Students By Grade: Early Childhood Education | 0      | 0.0%   |             | 0.4%   |        | 0.0%     |              | 0.3%  |
| Pre-Kindergarten                             | 0      | 0.0%   |             | 3.6%   |        | 0.0%     |              | 4.0%  |
| Kindergarten                                 | 0      | 0.0%   |             | 5.2%   |        | 0.0%     |              | 7.6%  |
| Grade 1                                      | 0      | 0.0%   |             | 5.2%   |        | 0.0%     |              | 7.9%  |
| Grade 2                                      | 0      | 0.0%   |             | 5.5%   |        | 0.0%     |              | 7.6%  |
| Grade 3                                      | 0      | 0.0%   |             | 5.4%   |        | 0.0%     |              | 7.5%  |
| Grade 4                                      | 0      | 0.0%   |             | 6.5%   |        | 0.0%     |              | 7.4%  |
| Grade 5                                      | 0      | 0.0%   |             | 5.8%   |        | 0.0%     |              | 7.4%  |
| Grade 6                                      | 92     | 24.1%  |             | 10.2%  |        | 30.7%    |              | 7.5%  |
| Grade 7                                      | 89     | 23.4%  |             | 9.6%   |        | 30.2%    |              | 7.6%  |
| Grade 8                                      | 71     | 18.6%  |             | 9.9%   |        | 17.7%    |              | 7.5%  |
| Grade 9                                      | 47     | 12.3%  |             | 9.6%   |        | 7.8%     |              | 8.7%  |
| Grade 10                                     | 29     | 7.6%   |             | 8.5%   |        | 4.8%     |              | 7.1%  |
| Grade 11                                     | 37     | 9.7%   |             | 7.8%   |        | 6.1%     |              | 6.3%  |
| Grade 12                                     | 16     | 4.2%   |             | 6.9%   |        | 2.7%     |              | 5.6%  |
| Ethnic Distribution: African American        | 178    | 46.7%  |             | 18.3%  |        | 37.8%    | 1            | 4.2%  |
| Hispanic                                     | 141    | 37.0%  |             | 33.9%  |        | 45.6%    | 4            | 4.7%  |
| White  | 43     | 11.3%  |             | 46.5%  |        | 11.9%    | 3            | 7.7%  |
| Native American                              | 2      | 0.5%   |             | 0.3%   |        | 0.7%     |              | 0.3%  |
| Asian/Pac. Islander                          | 17     | 4.5%   |             | 0.9%   |        | 4.0%     |              | 3.0%  |
| Economically Disadvantaged                   | 218    | 57.2%  |             | 57.8%  |        | 59.0%    | 5            | 4.6%  |
| Limited English Proficient (LEP)             | 21     | 5.5%   |             | 5.4%   |        | 4.8%     | 1            | 5.6%  |
| Students w/Disciplinary Placements (2003-04) | 0      | 0.0%   |             | 2.0%   |        | 0.0%     |              | 2.4%  |
| At-Risk                                      | 87     | 22.8%  |             | 38.3%  |        | 22.2%    | 4            | 5.8%  |
| Mobility (2003-04)                           | 76     | 18.7%  |             | 17.1%  |        | 18.7%    | 2            | 1.1%  |
| Number of Students per Teacher               | 15.4   | n/a    |             | 11.7   |        | 15.7     | 1            | 4.9   |
|  | Non    |        | cation Rate | es     |        |          | ucation Rate | s     |
| Retention Rates by Grade:                    |        | Campus |             |        |        | Campus   |              |       |
|  | Campus | Group  | District    | State  | Campus | Group    | District     | State |
| Kindergarten                                 | _      | 3.6%   | -           | 2.9%   | -      | 4.8%     | -            | 11.3% |
| Grade 1                                      | -      | 5.6%   | -           | 6.0%   | -      | 7.6%     | -            | 9.7%  |
| Grade 2                                      |        | 2.7%   | _           | 3.6%   | _      | 0.0%     |              | 4.0%  |

2.6%

1.9%

0.1%

0.9%

1.1%

1.8%

7.0%

1.2%

1.7%

District Name: HARMONY SCIENCE ACADEMY

Campus Name: HARMONY SCIENCE ACADEMY

Grade 3

Grade 4

Grade 5

Grade 6

Grade 7

Grade 8

Campus #: 101846001

-

7.0%

1.2%

1.7%

2.7%

1.7%

0.9%

1.5%

2.3%

1.7%

2.1%

2.4%

0.0%

0.0%

2.6%

2.7%

0.0%

0.0%

0.0%

2004-05 Campus Profile

Section II - Page 2 Total Students: 381 Grade Span: 06 - 12 School Type: Both Elem/Sec

| ORMATION |
|----------|
|          |

Campus #: 101846001

District Name: HARMONY SCIENCE ACADEMY

Campus Name: HARMONY SCIENCE ACADEMY

|  | Cam    | pus     | Campus |          |         |
|--|--------|---------|--------|----------|---------|
| Graduates (Class of 2004):                     | Campus | Percent | Group  | District | State   |
| Total Graduates                                | 0      | 100.0%  | 896    | 0        | 244,165 |
| By Ethnicity (incl. Special Ed.):              |        |         |        |          | •       |
| African American                               | 0      | -       | 139    | 0        | 33,213  |
| Hispanic                                       | 0      | -       | 304    | 0        | 85,412  |
| White  | 0      | -       | 449    | 0        | 116,497 |
| Native American                                | 0      | -       | 3      | 0        | 739     |
| Asian/Pacific Islander                         | 0      | -       | 1      | 0        | 8,304   |
| By Graduation Type (incl. Special Ed.):        |        |         |        |          |         |
| Minimum H.S. Program                           | 0      | -       | 311    | 0        | 77,194  |
| Recommended H.S. Pgm./DAP                      | 0      | -       | 585    | 0        | 166,971 |
| Special Education Graduates                    | 0      | -       | 174    | 0        | 24,954  |
| CLASS SIZE INFORMATION                         |        |         |        |          |         |
| (Derived from teacher responsibility records.) |        |         |        |          |         |
| ,        |        |         | Campus |          |         |
| Class Size Averages by Grade and Subject:      | Cam    | pus     | Group  | District | State   |
| Elementary: Kindergarten                       |        | _       | 15.0   | -        | 19.1    |
| Grade 1  |        | -       | 13.8   | -        | 18.7    |
| Grade 2  |        | -       | 15.0   | -        | 18.9    |
| Grade 3  |        | -       | 15.4   | -        | 18.9    |
| Grade 4  |        | -       | 15.4   | -        | 19.4    |
| Grade 5  |        | -       | 14.9   | -        | 22.0    |
| Grade 6  | 3      | 3.0     | 16.8   | 29.2     | 22.3    |
| Mixed Grades                                   |        | -       | 27.5   | -        | 25.6    |
| Secondary: English/Language Arts               | 3:     | 1.3     | 14.5   | 29.9     | 20.5    |
| Foreign Languages                              | 2      | 7.6     | 15.5   | 27.5     | 21.8    |
| Mathematics                                    | 2      | 6.6     | 14.2   | 26.3     | 20.6    |
| Science  | 2      | 4.7     | 16.6   | 25.2     | 21.7    |
| Social Studies                                 | 3      | 0.3     | 16.3   | 29.1     | 22.7    |

District Name: HARMONY SCIENCE ACADEMY

Campus Name: HARMONY SCIENCE ACADEMY

Campus #: 101846001

Section II - Page 3 Total Students: 381 Grade Span: 06 - 12

School Type: Both Elem/Sec

STAFF INFORMATION |-----| Campus Percent Group District State Total Staff: 100.0% 31.3 100.0% 100.0% Professional Staff: 100.0% 31.3 83.1% 100.0% 62.2% 24.7 78.8% 73.5% 71.3% 50.4% Teachers Professional Support 2.0 6.4% 4.9% 11.0% 8.0% Campus Admin. (School Leader.) 14.8% 4.7% 10.3% 2.8% 4.6 Educational Aides: 0.0 0.0% 16.9% 0.0% 10.2% Total Minority Staff: 8.5 27.3% 13.6% 24.9% 41.0% Teachers By Ethnicity and Sex: 2.0 8.1% 4.9% 10.1% 8.9% African American Hispanic 2.0 8.1% 3.7% 7.8% 19.5% White 18.1 73.5% 90.7% 75.5% 70.3% Native American 0.0 0.0% 0.3% 0.0% 0.3% Asian/Pacific Islander 2.5 10.3% 0.4% 6.6% 1.0% Males 12.7 51.4% 27.8% 56.5% 22.9% **Females** 12.0 48.6% 72.2% 43.5% 77.1% Teachers by Years of Experience: Beginning Teachers 8.9 36.0% 7.8% 35.0% 7.7% 1-5 Years Experience 13.3 54.0% 26.7% 56.0% 28.7% 6-10 Years Experience 2.5 9.9% 19.2% 9.0% 19.4% 11-20 Years Experience 0.0 0.0% 25.1% 0.0% 24.5% Over 20 Years Experience 21.2% 19.7% 0.0 0.0% 0.0% Campus Campus Group District State Average Years Experience of Teachers: 2.2 yrs. 11.9 yrs. 2.3 yrs. 11.5 yrs. Average Years Experience of Teachers with District: 1.3 yrs. 7.5 yrs. 1.1 yrs. 7.5 yrs. Average Teacher Salary by Years of Experience: (regular duties only) Beginning Teachers \$32,311 \$28,099 \$32,213 \$33,775 1-5 Years Experience \$30,791 \$33,105 \$33,000 \$35,706 6-10 Years Experience \$42,068 \$34,150 \$43,208 \$38,220 11-20 Years Experience \$40,222 \$43,501 Over 20 Years Experience \$44,744 \$51,215 Average Actual Salaries (regular duties only): Teachers \$33,709 \$36,557 \$33,643 \$41,011 Professional Support \$24,500 \$42,004 \$27,258 \$48,820 Campus Administration (School Leadership) \$46,321 \$52,423 \$48,086 \$61,612 Contracted Instructional Staff (not incl. above): 2,829.4 0.0 17.7 0.0

2004-05 Campus Profile

Grade Span: 06 - 12 School Type: Both Elem/Sec

Section II - Page 4

Total Students: 381

| ACTUAL OPERATING EXPENDITURE INFORMATION |             |         | C       | ampus       |            |         | Camp         | ous Group  |         |
|--|-------------|---------|---------|-------------|------------|---------|--------------|------------|---------|
|  | General     | Percent | Per     | All         | Percent    | Per     | All          | Percent    | Per     |
|  | Fund        |         | Student | Funds       |            | Student | Funds        |            | Student |
| By Function:                             |             |         |         |             |            |         |              |            |         |
| Total Operating Expenditures             | \$1,199,128 | 100.0%  | \$3,232 | \$1,352,538 | 100.0%     | \$3,646 | \$86,589,333 | 100.0%     | \$6,560 |
| Instruction (11,95)                      | \$1,178,308 | 98.3%   | \$3,176 | \$1,328,751 | 98.2%      | \$3,582 | \$60,922,436 | 70.4%      | \$4,616 |
| Instructional-Related Services (12,13)   | \$406       | 0.0%    | \$1     | \$3,373     | 0.2%       | \$9     | \$2,300,116  | 2.7%       | \$174   |
| Instructional Leadership (21)            | \$0         | 0.0%    | \$0     | \$0         | 0.0%       | \$0     | \$525,783    | 0.6%       | \$40    |
| School Leadership (23)                   | \$3,362     | 0.3%    | \$9     | \$3,362     | 0.2%       | \$9     | \$5,931,075  | 6.8%       | \$449   |
| Support Services-Student (31,32,33)      | \$42        | 0.0%    | \$0     | \$42        | 0.0%       | \$0     | \$2,576,795  | 3.0%       | \$195   |
| Other Campus Costs (35,36,51,52,53)      | \$17,010    | 1.4%    | \$46    | \$17,010    | 1.3%       | \$46    | \$14,333,128 | 16.6%      | \$1,086 |
| By Program:                              |             |         |         |             |            |         |              |            |         |
| Total Operating Expenditures             | \$1,178,308 | 100.0%  | \$3,176 | \$1,329,520 | 100.0%     | \$3,584 | \$70,290,084 | 100.0%     | \$5,325 |
| Bilingual/ESL Education (25)             | \$8,164     | 0.7%    | \$22    | \$8,164     | 0.6%       | \$22    | \$423,283    | 0.6%       | \$32    |
| Career & Technology Education (22)       | \$73,437    | 6.2%    | \$198   | \$84,334    | 6.3%       | \$227   | \$4,536,932  | 6.5%       | \$344   |
| Accelerated Education (24,30)            | \$106,844   | 9.1%    | \$288   | \$172,361   | 13.0%      | \$465   | \$10,260,377 | 14.6%      | \$777   |
| Gifted & Talented Education (21)         | \$46,506    | 3.9%    | \$125   | \$46,923    | 3.5%       | \$126   | \$407,263    | 0.6%       | \$31    |
| Regular Education (11)                   | \$865,187   | 73.4%   | \$2,332 | \$893,098   | 67.2%      | \$2,407 | \$44,624,500 | 63.5%      | \$3,381 |
| Special Education (23)                   | \$78,170    | 6.6%    | \$211   | \$124,640   | 9.4%       | \$336   | \$10,033,989 | 14.3%      | \$760   |
| Other (26,27,28,29)                      | \$0         | 0.0%    | \$0     | \$0         | 0.0%       | \$0     | \$3,740      | 0.0%       | \$0     |
| PROGRAM INFORMATION                      |             | -Campus | 1       | Camp        |            |         |              |            |         |
| PROGRAM INFORMATION                      | Count       | _       | cent    | Grou        |            | istrict | Stat         |            |         |
| Student Enrollment by Program:           | Counc       | FEI     | Cenc    | GIOU        | ip D       | IBCLICC | blat         | -6         |         |
| Bilingual/ESL Education                  | 21          | 5       | .5%     | 5.2         | ) <u>%</u> | 4.8%    | 14.4         | 19-        |         |
| Career & Technology Education            | 70          |         | .4%     | 28.2        |            | 11.6%   | 20.3         |            |         |
| Gifted & Talented Education              | 159         |         | .7%     | 7.5         |            | 36.7%   | 7.7          |            |         |
| Special Education                        | 25          |         | .6%     | 15.1        |            | 5.0%    | 11.6         |            |         |
| _ , , , , , , , , , , , , , , , , , , ,  |             |         |         |             |            |         |              |            |         |
| Teachers by Program (population served): |             | •       | ••      |             | ١٥.        | 0.00    | •            | • •        |         |
| Bilingual/ESL Education                  | 0.0         |         | .0%     | 1.0         |            | 0.0%    | 8.4          |            |         |
| Career & Technology Education            | 1.9         |         | .9%     | 6.9         |            | 7.5%    | 4.0          |            |         |
| Compensatory Education                   | 0.0         |         | .0%     | 3.0         |            | 0.0%    | 3.1          |            |         |
| Gifted & Talented Education              | 2.2         |         | .8%     | 1.1         |            | 7.3%    | 2.2          |            |         |
| Regular Education                        | 19.6        | _       | .3%     | 76.1        | -          | 82.6%   | 69.6         |            |         |
| Special Education                        | 1.0         |         | .1%     | 11.1        |            | 2.6%    | 10.3         |            |         |
| Other                                    | 0.0         | 0       | .0%     | 0.7         | 78         | 0.0%    | 2.5          | <b>0</b> % |         |

District Name: HARMONY SCIENCE ACADEMY

Campus Name: HARMONY SCIENCE ACADEMY

Campus #: 101846001

<sup>&#</sup>x27;?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

<sup>&#</sup>x27;-' indicates zero observations reported for this group.

<sup>&#</sup>x27;n/a' indicates data reporting is not applicable for this group.

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#### 2004-05 Academic Excellence Indicator System

District Name: HARMONY SCIENCE ACADEMY

Campus Name: HARMONY SCIENCE ACADEMY -DALLAS

Campus #: 101846041

2005 Accountability Rating: Recognized

Gold Performance Acknowledgments:

Commended on Reading/ELA

Commended on Writing

Commended on Social Studies

This is a Charter School.

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Section I - Page 1 Total Students: 222 Grade Span: 06 - 08 School Type: Middle

Campus Name: HARMONY SCIENCE ACADEMY -D Campus #: 101846041

District Name: HARMONY SCIENCE ACADEMY

| Indicator:                     |              | State             | District           | Campus<br>Group | Campus   | African<br>American | Hispanic | White      | Native<br>American | Asian/<br>Pacific Is | Male       | Female     | Special<br>Ed | Econ<br>Disad | LEP |
|--------------------------------|--------------|-------------------|--------------------|-----------------|----------|---------------------|----------|------------|--------------------|----------------------|------------|------------|---------------|---------------|-----|
| TAKS Met 2005<br>Grade 6 (Engl |              | rd                |                    |                 |          |                     |          |            |                    |                      |            |            |               |               |     |
| Reading                        | 2005<br>2004 | 86%<br>79%        | 95%<br>95%         | 84%<br>-        | 95%<br>* | 94%<br>*            | 95%<br>* | > 99%<br>* | *                  | *<br>*               | 95%<br>*   | 96%<br>*   | *             | 93%<br>*      | *   |
| Mathematics                    | 2005<br>2004 | 73%<br>68%        | 90%<br>95%         | 69%<br>-        | 86%<br>* | 81%<br>*            | 93%<br>* | 55%<br>*   | *                  | *                    | 84%<br>*   | 88%<br>*   | *             | 87%<br>*      | *   |
| All Tests                      | 2005<br>2004 | 69%<br>63%        | 88%<br>94%         | 64%<br>-        | 84%<br>* | 81%<br>*            | 89%<br>* | 55%<br>*   | *                  | *                    | 79%<br>*   | 88%<br>*   | *             | 83%<br>*      | *   |
| TAKS Met 2005<br>Grade 7       | Standa       | rd                |                    |                 |          |                     |          |            |                    |                      |            |            |               |               |     |
| Reading                        | 2005<br>2004 | 81%<br>76%        | 96%<br>92%         | 82%<br>-        | 98%<br>* | > 99%<br>*          | 97%<br>* | > 99%<br>* | *                  | * ><br>*             | • 99%<br>* | 96%<br>*   | *             | *             | *   |
| Mathematics                    | 2005<br>2004 | 65%<br>61%        | 91%<br>91%         | 63%<br>-        | 92%<br>* | 91%<br>*            | 90%<br>* | > 99%<br>* | *                  | *                    | 97%<br>*   | 88%<br>*   | *             | *             | *   |
| Writing                        | 2005<br>2004 | 89%<br>89%        | 99%<br>95%         | 90%<br>-        | 98%<br>* | > 99%<br>*          | 96%<br>* | > 99%<br>* | *                  | * >                  | • 99%<br>* | 96%<br>*   | *             | *             | *   |
| All Tests                      | 2005<br>2004 | 60%<br>56%        | 88%<br>81%         | 58%<br>-        | 90%<br>* | 91%<br>*            | 88%<br>* | > 99%<br>* | *                  | *                    | 97%<br>*   | 86%<br>*   | *             | *             | *   |
| TAKS Met 2005<br>Grade 8       | Standa       | rđ                |                    |                 |          |                     |          |            |                    |                      |            |            |               |               |     |
| Reading                        | 2005<br>2004 | 84%<br>84%        | 97%<br>95%         | 83%<br>-        | 97%<br>* | > 99%<br>*          | 90%<br>* | *          | *                  | *                    | 93%<br>*   | > 99%<br>* | *             | 94%<br>*      | *   |
| Mathematics                    | 2005<br>2004 | 62%<br>58%        | 89%<br>53%         | 60%<br>-        | 93%<br>* | > 99%<br>*          | 80%<br>* | *          | *                  | *                    | 93%<br>*   | 93%<br>*   | *             | 88%<br>*      | *   |
| Soc Studies                    | 2005<br>2004 | 85%<br>82%        | 98%<br>95%         | 85%<br>-        | 97%<br>* | > 99%<br>*          | 90%<br>* | *          | *                  | *                    | 93%<br>*   | > 99%<br>* | *             | 94%<br>*      | *   |
| All Tests                      | 2005<br>2004 | <b>58%</b><br>54% | <b>89</b> %<br>53% | 56%<br>-        | 93%<br>* | > 99%<br>*          | 80%<br>* | *          | *                  | *                    | 93%<br>*   | 93%<br>*   | *             | 88%<br>*      | *   |

District Name: HARMONY SCIENCE ACADEMY

Campus #: 101846041

Campus Name: HARMONY SCIENCE ACADEMY -D

Section I - Page 2
Total Students: 222
Grade Span: 06 - 08
School Type: Middle

| Indicator:                       |              | State      | District    | Campus<br>Group | Campus   | African<br>American | Hispanic | White      | Native<br>American | Asian/<br>Pacific Is | Male       | Female     | Special<br>Ed | Econ<br>Disad | LEP |
|----------------------------------|--------------|------------|-------------|-----------------|----------|---------------------|----------|------------|--------------------|----------------------|------------|------------|---------------|---------------|-----|
| TAKS Met Stand<br>(Standard Acco | •            |            |             | ested)          |          |                     |          |            |                    |                      |            |            |               |               |     |
| Reading/ELA                      | 2005<br>2004 | 83%<br>80% | 95%<br>93%  | 83%<br>-        | 96%<br>* | 98%<br>*            | 95%<br>* | > 99%<br>* | *                  | > 99%<br>*           | 97%<br>*   | 96%<br>*   | *             | 93%<br>*      | *   |
| Mathematics                      | 2005<br>2004 | 72%<br>67% | 91%<br>82%  | 65%<br>-        | 89%<br>* | 90%<br>*            | 90%<br>* | 80%<br>*   | *                  | > 99%<br>*           | 91%<br>*   | 88%<br>*   | *             | 87%<br>*      | *   |
| Writing                          | 2005<br>2004 | 90%<br>89% | 99%<br>95%  | 90%<br>-        | 98%<br>* | > 99%<br>*          | 96%<br>* | > 99%<br>* | *                  | * ><br>*             | > 99%<br>* | 96%<br>*   | *             | *             | *   |
| Soc Studies                      | 2005<br>2004 | 88%<br>85% | 98%<br>94%  | 85%<br>-        | 97%<br>* | > 99%<br>*          | 90%<br>* | *          | *                  | *                    | 93%<br>*   | > 99%<br>* | *             | 94%<br>*      | *   |
| All Tests                        | 2005<br>2004 | 62%<br>58% | 87%<br>76%  | 61%<br>-        | 88%<br>* | 90%<br>*            | 88%<br>* | 80%<br>*   | *                  | > 99%<br>*           | 89%<br>*   | 87%<br>*   | *             | 84%<br>*      | *   |
| TAKS Met Stand<br>(Panel Recomme |              |            | . Grades Te | ested)          |          |                     |          |            |                    |                      |            |            |               |               |     |
| Reading/ELA                      | 2005<br>2004 | 83%<br>80% | 95%<br>93%  | 83%<br>-        | 96%<br>* | 98%<br>*            | 95%<br>* | > 99%<br>* | *                  | > 99%<br>*           | 97%<br>*   | 96%<br>*   | *             | 93%<br>*      | *   |
| Mathematics                      | 2005<br>2004 | 71%<br>66% | 91%<br>82%  | 65%<br>-        | 89%<br>* | 90%<br>*            | 90%<br>* | 80%<br>*   | *                  | > 99%<br>*           | 91%<br>*   | 88%<br>*   | *             | 87%<br>*      | *   |
| Writing                          | 2005<br>2004 | 90%<br>89% | 99%<br>95%  | 90%<br>-        | 98%<br>* | > 99%<br>*          | 96%<br>* | > 99%<br>* | *                  | * ><br>*             | > 99%<br>* | 96%<br>*   | *             | *             | *   |
| Soc Studies                      | 2005<br>2004 | 87%<br>84% | 98%<br>94%  | 85%<br>-        | 97%<br>* | > 99%<br>*          | 90%<br>* | *          | *                  | *                    | 93%<br>*   | > 99%<br>* | *             | 94%<br>*      | *   |
| All Tests                        | 2005<br>2004 | 62%<br>57% | 87%<br>75%  | 61%<br>-        | 88%<br>* | 90%<br>*            | 88%<br>* | 80%<br>*   | *                  | > 99%<br>*           | 89%<br>*   | 87%<br>*   | *             | 84%<br>*      | *   |
| TAKS Commended                   | l Perfo      | rmance (S  | um of All   | Grades I        | ested)   |                     |          |            |                    |                      |            |            |               |               |     |
| Reading/ELA                      | 2005<br>2004 | 25%<br>20% | 28%<br>12%  | 28%<br>-        | 29%<br>* | 35%<br>*            | 22%<br>* | 56%<br>*   | *                  | 50%<br>*             | 28%<br>*   | 31%<br>*   | *             | 26%<br>*      | *   |
| Mathematics                      | 2005<br>2004 | 20%<br>17% | 12%<br>4%   | 13%<br>-        | 14%<br>* | 10%<br>*            | 14%<br>* | 12%<br>*   | *                  | 33%<br>*             | 17%<br>*   | 11%<br>*   | *             | 14%<br>*      | *   |
| Writing                          | 2005<br>2004 | 26%<br>22% | 27%<br>6%   | 23%<br>-        | 25%<br>* | 9%<br>*             | 23%<br>* | 50%<br>*   | *                  | *<br>*               | 26%<br>*   | 24%<br>*   | *             | *             | *   |
| Soc Studies                      | 2005<br>2004 | 26%<br>21% | 38%<br>22%  | 19%<br>-        | 38%<br>* | 38%<br>*            | 30%<br>* | *          | *                  | *                    | 47%<br>*   | 29%<br>*   | *             | 25%<br>*      | *   |
| All Tests                        | 2005<br>2004 | 10%<br>8%  | 7%<br>2%    | 8%<br>-         | 8%<br>*  | 8%<br>*             | 8%<br>*  | 8%         | *                  | 17%<br>*             | 8%<br>*    | 8%<br>*    | *             | 9%<br>*       | *   |

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Section I - Page 3 Total Students: 222 Grade Span: 06 - 08 School Type: Middle

Campus #: 101846041

District Name: HARMONY SCIENCE ACADEMY

Campus Name: HARMONY SCIENCE ACADEMY -D

| Indicator:   |              | State        | District     | Campus<br>Group | Campus    | African<br>American | Hispanic  | White | Native<br>American | Asian/<br>Pacific Is | Male      | Female    | Special<br>Ed | Econ<br>Disad | LEP   |
|--|--------------|--------------|--------------|-----------------|-----------|---------------------|-----------|-------|--------------------|----------------------|-----------|-----------|---------------|---------------|-------|
| SDAA II Examin<br>Met ARD Expect<br>(Standard Acco | ations       | •            |              | •               |           |                     |           |       |                    |                      |           |           |               |               |       |
| 2005   |              | 79%          | 93%          | 81%             | 88%       | *                   | 83%       | *     | *                  | *                    | *         | 88%       | 88%           | *             | *     |
| SDAA II Examin<br>Met ARD Expect                   |              |              | ades 3-10)   |                 |           |                     |           |       |                    |                      |           |           |               |               |       |
| Reading/ELA 2                                      | 005          | 82%          | > 99%        | 87%             | *         | *                   | *         | *     | *                  | *                    | *         | *         | *             | *             | *     |
| Mathematics 2                                      | 005          | 80%          | > 99%        | 84%             | *         | *                   | *         | *     | *                  | *                    | *         | *         | *             | *             | *     |
| Writing 2  | 005          | 65%          | 75%          | 64%             | *         | *                   | *         | *     | *                  | *                    | *         | *         | *             | *             | *     |
| All Tests 2  | 005          | 68%          | 86%          | 68%             | *         | *                   | *         | *     | *                  | *                    | *         | *         | *             | *             | *     |
| 2005 TAKS/SDAA                                     | II Pa        | rticipat:    | ion (Grades  | s 3-11)         |           |                     |           |       |                    |                      |           |           |               |               |       |
| Tested   |              | 97.0%        | 97.0%        | 98.1%           | 98.5%     | 97.6%               | 99.2%     | 96.4% | *                  | 100.0%               | 96.7%     | 100.0%    | 100.0%        | 98.6%         | 60.0% |
| By Testing Pr                                      |              |              |              |                 |           |                     |           |       | _                  |                      |           |           |               |               |       |
| TAKS/SDAA II                                       |              | 90.8%        | 95.0%        | 88.4%           | 97.6%     | 95.2%               | 98.4%     | 96.4% | *                  | 100.0%               | 96.7%     | 98.2%     | 60.0%         | 97.2%         | 60.0% |
| SDAA II Only                                       | •            | 6.2%         | 2.0%         | 9.1%            | 1.0%      | 2.4%                | 0.8%      | 0.0%  | *                  | 0.0%                 | 0.0%      | 1.8%      | 40.0%         | 1.4%          | 0.0%  |
| By Mobility S                                      | tatus        |              |              |                 |           |                     |           |       |                    |                      |           |           |               |               |       |
| Acct Subset  |              | 91.3%        | 95.3%        | 92.2%           | 97.6%     | 97.6%               | 99.2%     | 89.3% | *                  | 100.0%               | 95.6%     | 99.1%     | 100.0%        | 98.6%         | 60.0% |
| Mobile Subse                                       | t            | 5.7%         | 1.6%         | 5.6%            | 1.0%      | 0.0%                | 0.0%      | 7.1%  | *                  | 0.0%                 | 1.1%      | 0.9%      | 0.0%          | 0.0%          | 0.0%  |
| Not Tested   |              | 3.0%         | 3.0%         | 2.0%            | 1.5%      | 2.4%                | 0.8%      | 3.6%  | *                  | 0.0%                 | 3.3%      | 0.0%      | 0.0%          | 1.4%          | 40.0% |
| Absent   |              | 0.2%         | 0.2%         | 0.1%            | 0.5%      | 0.0%                | 0.0%      | 3.6%  | *                  | 0.0%                 | 1.1%      | 0.0%      | 0.0%          | 1.4%          | 0.0%  |
| ARD Exempt   |              | 0.8%         | 0.9%         | 0.3%            | 0.0%      | 0.0%                | 0.0%      | 0.0%  | *                  | 0.0%                 | 0.0%      | 0.0%      | 0.0%          | 0.0%          | 0.0%  |
| LEP Exempt   |              | 1.0%         | 1.8%         | 0.5%            | 1.0%      | 2.4%                | 0.8%      | 0.0%  | *                  | 0.0%                 | 2.2%      | 0.0%      | 0.0%          | 0.0%          | 40.0% |
| Other  |              | 1.0%         | 0.2%         | 0.4%            | 0.0%      | 0.0%                | 0.0%      | 0.0%  | *                  | 0.0%                 | 0.0%      | 0.0%      | 0.0%          | 0.0%          | 0.0%  |
| Total Count  | 2,           | 931,773      | 559          | 527             | 205       | 42                  | 127       | 28    | 2                  | 6                    | 91        | 114       | 5             | 72            | 5     |
| Progress of Pr                                     | ior Ye       | ar TAKS      | Failers (Su  | um of Gra       | des 4-11  | )                   |           |       |                    |                      |           |           |               |               |       |
| Percent of Fa                                      | ilers        | Passing :    | TAKS         |                 |           |                     |           |       |                    |                      |           |           |               |               |       |
| Reading/ELA  | 2005         | 45%          | 67%          | 43%             | 59%       | *                   | 57%       | *     | *                  | *                    | 63%       | 56%       | *             | 58%           | *     |
| 3.   | 2004         | 47%          | 69%          | -               | *         | *                   | *         | *     | *                  | *                    | *         | *         | *             | *             | *     |
| Mathematics  | 2005         | 25%          | 71%          | 18%             | 65%       | 50%                 | 76%       | *     | *                  | *                    | 67%       | 64%       | *             | 75%           | *     |
|  | 2004         | 27%          | 85%          |                 | *         | *                   | *         | *     | *                  | *                    | *         | *         | *             | *             | *     |
| Average TGI G                                      | rowth        |              |              |                 |           |                     |           |       |                    |                      |           |           |               |               |       |
| Dan 43 /   | 2025         | 0 50         | 0.00         | 0 45            | 0.00      | *                   | 0.70      | *     | *                  | *                    | 0 66      | 0.00      | *             | 0 55          | *     |
| Reading/ELA  | 2005<br>2004 | 0.53<br>0.50 | 0.90<br>0.86 | 0.47<br>-       | 0.80<br>* | *                   | 0.72<br>* | *     | *                  | *                    | 0.66<br>* | 0.93<br>* | *             | 0.77<br>*     | *     |
| Mathematics  | 2005         | 0.38         | 0.95         | 0.35            | 0.91      | 1.15                | 0.83      | *     | *                  | *                    | 0.85      | 0.97      | *             | 0.99          | *     |
| Machemacics  | 2005         | 0.38         | 1.25         | -               | *         | *<br>T•T9           | *         | *     | *                  | *                    | *         | *         | *             | *             | *     |
|  |              |              |              |                 |           |                     |           |       |                    |                      |           |           |               |               |       |

Section I - Page 4
Total Students: 222
Grade Span: 06 - 08
School Type: Middle

Campus #: 101846041

District Name: HARMONY SCIENCE ACADEMY

Campus Name: HARMONY SCIENCE ACADEMY -D

| Indicator:                 |         | State   | District | Campus<br>Group | Campus | African<br>American | Hispanic | White | Native<br>American | Asian/<br>Pacific Is | Male | Female | Special<br>Ed | Econ<br>Disad | LEP |
|----------------------------|---------|---------|----------|-----------------|--------|---------------------|----------|-------|--------------------|----------------------|------|--------|---------------|---------------|-----|
| RPTE Change<br>Sum of 3-12 |         |         |          |                 |        |                     |          |       |                    |                      |      |        |               |               |     |
| Scored 'Interme            | ediate' | in 2004 | •        |                 |        |                     |          |       |                    |                      |      |        |               |               |     |
| Beginning                  | 2005    | 8.9%    | *        | 0.0%            | *      | _                   | *        | _     | _                  | -                    | *    | -      | _             | *             | *   |
| Intermediate               | 2005    | 30.0%   | *        | 0.0%            | *      | -                   | *        | _     | -                  | -                    | *    | -      | -             | *             | *   |
| Advanced                   | 2005    | 41.9%   | *        | 72.7%           | *      | _                   | *        | _     | _                  | -                    | *    | -      | _             | *             | *   |
| Advanced High              | 2005    | 19.2%   | *        | 0.0%            | *      | -                   | *        | -     | -                  | -                    | *    | -      | -             | *             | *   |
| Scored 'Advance            | ed' in  | 2004    |          |                 |        |                     |          |       |                    |                      |      |        |               |               |     |
| Beginning                  | 2005    | 1.5%    | *        | 0.0%            | *      | -                   | *        | _     | _                  | -                    | *    | *      | _             | *             | *   |
| Intermediate               | 2005    | 8.8%    | *        | 0.0%            | *      | _                   | *        | _     | _                  | -                    | *    | *      | _             | *             | *   |
| Advanced                   | 2005    | 46.8%   | *        | 50.7%           | *      | _                   | *        | _     | _                  | _                    | *    | *      | _             | *             | *   |
| Advanced High              | 2005    | 42.9%   | *        | 45.4%           | *      | -                   | *        | -     | -                  | -                    | *    | *      | -             | *             | *   |

<sup>&#</sup>x27;?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

<sup>&#</sup>x27;\*' indicates results are masked due to small numbers to protect student confidentiality.

<sup>&#</sup>x27;-' indicates zero observations reported for this group.

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<sup>&#</sup>x27;n/a' indicates data reporting is not applicable for this group.

Section II - Page 1 Total Students: 222 Grade Span: 06 - 08 School Type: Middle

Campus Name: HARMONY SCIENCE ACADEMY -D Campus #: 101846041

District Name: HARMONY SCIENCE ACADEMY

| STUDENT INFORMATION                          | C      | ampus                  | ·-I        | Campus |        |                      |              |       |
|--|--------|------------------------|------------|--------|--------|----------------------|--------------|-------|
|  | Count  | Percen                 | •          | Group  | E      | istrict              | Si           | tate  |
| Total Students:                              | 222    | 100.0%                 | i          | 22,032 |        | 603                  | 4,383        | ,871  |
| Students By Grade: Early Childhood Education | 0      | 0.0%                   | i          | 0.0%   |        | 0.0%                 |              | 0.3%  |
| Pre-Kindergarten                             | 0      | 0.0%                   | i          | 0.0%   |        | 0.0%                 | •            | 4.0%  |
| Kindergarten                                 | 0      | 0.0%                   | i          | 0.0%   |        | 0.0%                 | •            | 7.6%  |
| Grade 1                                      | 0      | 0.0%                   | <b>;</b>   | 0.0%   |        | 0.0%                 | •            | 7.9%  |
| Grade 2                                      | 0      | 0.0%                   | i          | 0.0%   |        | 0.0%                 | •            | 7.6%  |
| Grade 3                                      | 0      | 0.0%                   | 5          | 0.0%   |        | 0.0%                 | •            | 7.5%  |
| Grade 4                                      | 0      | 0.0%                   | ;          | 0.0%   |        | 0.0%                 | •            | 7.4%  |
| Grade 5                                      | 0      | 0.0%                   | ;          | 7.3%   |        | 0.0%                 | •            | 7.4%  |
| Grade 6                                      | 93     | 41.9%                  | ;          | 26.0%  |        | 30.7%                | •            | 7.5%  |
| Grade 7                                      | 93     | 41.9%                  | i          | 33.0%  |        | 30.2%                |              | 7.6%  |
| Grade 8                                      | 36     | 16.2%                  | i          | 32.5%  |        | 17.7%                |              | 7.5%  |
| Grade 9                                      | 0      | 0.0%                   | i          | 1.3%   |        | 7.8%                 | :            | 8.7%  |
| Grade 10                                     | 0      | 0.0%                   | 5          | 0.0%   |        | 4.8%                 | •            | 7.1%  |
| Grade 11                                     | Ö      | 0.0%                   |            | 0.0%   |        | 6.1%                 |              | 6.3%  |
| Grade 12                                     | 0      | 0.0%                   | ;          | 0.0%   |        | 2.7%                 | !            | 5.6%  |
| Ethnic Distribution: African American        | 50     | 22.5%                  | i          | 13.3%  |        | 37.8%                | 1.           | 4.2%  |
| Hispanic                                     | 134    | 60.4%                  | ;          | 54.1%  |        | 45.6%                | 4            | 4.7%  |
| White  | 29     | 13.1%                  | ;          | 31.4%  |        | 11.9%                | 3'           | 7.7%  |
| Native American                              | 2      | 0.9%                   | ;          | 0.3%   |        | 0.7%                 | (            | 0.3%  |
| Asian/Pac. Islander                          | 7      | 3.2%                   | <b>i</b>   | 1.0%   |        | 4.0%                 | :            | 3.0%  |
| Economically Disadvantaged                   | 138    | 62.2%                  |            | 62.3%  |        | 59.0%                | 5-           | 4.6%  |
| Limited English Proficient (LEP)             | 8      | 3.6%                   | ;          | 5.2%   |        | 4.8%                 | 1:           | 5.6%  |
| Students w/Disciplinary Placements (2003-04) | 0      | -                      |            | 4.6%   |        | 0.0%                 | ;            | 2.4%  |
| At-Risk                                      | 47     | 21.2%                  | 3          | 45.7%  |        | 22.2%                | 4.           | 5.8%  |
| Mobility (2003-04)                           | -      | -                      |            | 17.5%  |        | 18.7%                | 2:           | 1.1%  |
| Number of Students per Teacher               | 16.2   | n/a                    | L          | 14.0   |        | 15.7                 | 1            | 4.9   |
| Retention Rates by Grade:                    | Non    | -Special Edu<br>Campus | cation Rat | es     |        | Special Ed<br>Campus | ucation Rate | s     |
|  | Campus | Group                  | District   | State  | Campus | Group                | District     | State |
| Kindergarten                                 | _      | -                      | -          | 2.9%   | -      | _                    | -            | 11.3% |
| Grade 1                                      | -      | -                      | -          | 6.0%   | -      | -                    | -            | 9.7%  |
| Grade 2                                      | -      | -                      | -          | 3.6%   | -      | -                    | -            | 4.0%  |
| Grade 3                                      | -      | -                      | -          | 2.7%   | -      | -                    | -            | 2.0%  |
| Grade 4                                      | -      | -                      | -          | 1.7%   | -      | 0.0%                 | -            | 1.3%  |
| Grade 5                                      | -      | 0.7%                   | -          | 0.9%   | -      | 0.0%                 | -            | 1.5%  |
| Grade 6                                      | -      | 1.5%                   | 7.0%       | 1.5%   | -      | 1.7%                 | 0.0%         | 1.6%  |
| Grade 7                                      | -      | 2.6%                   | 1.2%       | 2.3%   | _      | 2.2%                 | 0.0%         | 2.2%  |
| Grade 8                                      | _      | 1.7%                   | 1.7%       | 1.7%   | _      | 2.7%                 | 0.0%         | 3.0%  |

2004-05 Campus Profile

Section II - Page 2 Total Students: 222 Grade Span: 06 - 08 School Type: Middle

CLASS SIZE INFORMATION

Campus #: 101846041

District Name: HARMONY SCIENCE ACADEMY

Campus Name: HARMONY SCIENCE ACADEMY -D

(Derived from teacher responsibility records.)

|                     | ,                     |        | Campus |          |       |
|---------------------|-----------------------|--------|--------|----------|-------|
| Class Size Averages | by Grade and Subject: | Campus | Group  | District | State |
| Elementary:         | Kindergarten          | -      | -      | _        | 19.1  |
|                     | Grade 1               | -      | -      | -        | 18.7  |
|                     | Grade 2               | _      | _      | -        | 18.9  |
|                     | Grade 3               | -      | -      | -        | 18.9  |
|                     | Grade 4               | -      | -      | -        | 19.4  |
|                     | Grade 5               | _      | 22.3   | -        | 22.0  |
|                     | Grade 6               | 24.9   | 21.1   | 29.2     | 22.3  |
|                     | Mixed Grades          | -      | 31.2   | -        | 25.6  |
| Secondary:          | English/Language Arts | 27.6   | 19.4   | 29.9     | 20.5  |
| _                   | Foreign Languages     | 27.2   | 18.9   | 27.5     | 21.8  |
|                     | Mathematics           | 25.8   | 20.0   | 26.3     | 20.6  |
|                     | Science               | 26.1   | 21.3   | 25.2     | 21.7  |
|                     | Social Studies        | 27.4   | 21.2   | 29.1     | 22.7  |
|                     |                       |        |        |          |       |

Section II - Page 3 Total Students: 222 Grade Span: 06 - 08 School Type: Middle

Campus #: 101846041

District Name: HARMONY SCIENCE ACADEMY

Campus Name: HARMONY SCIENCE ACADEMY -D

| ' INFORM | MATION                            | Can            | npus          | Campus   |               |          |
|----------|-----------------------------------|----------------|---------------|----------|---------------|----------|
|          |                                   | Count          | Percent       | Group    | District      | State    |
| Total    | Staff:                            | 17.5           | 100.0%        | -        | 100.0%        | 100.0%   |
| Profes   | sional Staff:                     | 17.5           | 100.0%        | 85.4%    | 100.0%        | 62.2%    |
|          | Teachers                          | 13.7           | 78.0%         | 74.1%    | 71.3%         | 50.4%    |
|          | Professional Support              | 2.9            | 16.7%         | 7.1%     | 11.0%         | 8.0%     |
|          | Campus Admin. (School Leader.)    | 0.9            | 5.2%          | 4.2%     | 10.3%         | 2.8%     |
| Educat   | cional Aides:                     | 0.0            | 0.0%          | 14.6%    | 0.0%          | 10.2%    |
| Total    | Minority Staff:                   | 4.9            | 27.8%         | 26.4%    | 24.9%         | 41.0%    |
| Teache   | ers By Ethnicity and Sex:         |                |               |          |               |          |
|          | African American                  | 1.9            | 13.7%         | 5.2%     | 10.1%         | 8.9%     |
|          | Hispanic                          | 1.0            | 7.3%          | 13.9%    | 7.8%          | 19.5%    |
|          | White                             | 10.8           | 79.0%         | 80.2%    | 75.5%         | 70.3%    |
|          | Native American                   | 0.0            | 0.0%          | 0.4%     | 0.0%          | 0.3%     |
|          | Asian/Pacific Islander            | 0.0            | 0.0%          | 0.3%     | 6.6%          | 1.0%     |
|          | Males                             | 9.0            | 65.8%         | 28.5%    | 56.5%         | 22.9%    |
|          | Females                           | 4.7            | 34.2%         | 71.5%    | 43.5%         | 77.1%    |
| Teache   | ers by Years of Experience:       |                |               |          |               |          |
|          | Beginning Teachers                | 4.5            | 33.1%         | 8.2%     | 35.0%         | 7.7%     |
|          | 1-5 Years Experience              | 8.2            | 59.6%         | 25.7%    | 56.0%         | 28.7%    |
|          | 6-10 Years Experience             | 1.0            | 7.3%          | 19.0%    | 9.0%          | 19.4%    |
|          | 11-20 Years Experience            | 0.0            | 0.0%          | 25.7%    | 0.0%          | 24.5%    |
|          | Over 20 Years Experience          | 0.0            | 0.0%          | 21.4%    | 0.0%          | 19.7%    |
|          |                                   |                |               | Campus   |               |          |
|          |                                   |                | Campus        | Group    | District      | State    |
| Averag   | ge Years Experience of Teachers:  |                | 2.5 yrs.      | 11.8     | yrs. 2.3 yrs. | 11.5 yrs |
| Averag   | ge Years Experience of Teachers w | with District: | 0.8 yrs.      | 7.8      | yrs. 1.1 yrs. | 7.5 yrs  |
| Averag   | ge Teacher Salary by Years of Exp | perience:      |               |          |               |          |
| (regul   | ar duties only)                   |                |               |          |               |          |
|          | Beginning Teachers                |                | \$32,020      | \$30,971 | \$32,213      | \$33,775 |
|          | 1-5 Years Experience              |                | \$32,827      | \$32,716 | \$33,000      | \$35,706 |
|          | 6-10 Years Experience             |                | \$46,000      | \$35,773 | \$43,208      | \$38,220 |
|          | 11-20 Years Experience            |                | - · · · · · - | \$41,728 | • • • •       | \$43,501 |
|          | Over 20 Years Experience          |                | -             | \$48,209 | -             | \$51,215 |
| Averag   | ge Actual Salaries (regular dutie | es only):      |               |          |               |          |
|          | Teachers                          | • *            | \$33,523      | \$38,783 | \$33,643      | \$41,011 |
|          | Professional Support              |                | \$27,011      | \$44,591 | \$27,258      | \$48,820 |
|          | Campus Administration (School Le  | aadershin)     | \$57,000      | \$58,018 | \$48,086      | \$61,612 |
|          | Campus Administracion (School De  | caacibnip,     | 457,000       | \$30,010 | 4-0,000       | 4 /      |

2004-05 Campus Profile

Section II - Page 4 Total Students: 222 Grade Span: 06 - 08 School Type: Middle

| ACTUAL OPERATING EXPENDITURE INFORMATION |                 |         | Cam            | pus          |            |                | Campus          | Group       |                |
|--|-----------------|---------|----------------|--------------|------------|----------------|-----------------|-------------|----------------|
|  | General<br>Fund | Percent | Per<br>Student | All<br>Funds | Percent    | Per<br>Student | All Pe<br>Funds | ercent      | Per<br>Student |
| By Function:                             |                 |         |                |              |            |                |                 |             |                |
| Total Operating Expenditures             | -               | -       | -              | -            | -          | -              | _               | -           | -              |
| Instruction (11,95)                      | -               | -       | -              | -            | -          | -              | _               | -           | -              |
| Instructional-Related Services (12,13)   | -               | -       | -              | -            | -          | -              | -               | -           | -              |
| Instructional Leadership (21)            | -               | -       | -              | -            | -          | -              | -               | -           | -              |
| School Leadership (23)                   | -               | -       | -              | -            | -          | -              | _               | -           | -              |
| Support Services-Student (31,32,33)      | -               | -       | -              | -            | -          | -              | -               | -           | -              |
| Other Campus Costs (35,36,51,52,53)      | -               | -       | -              | -            | -          | -              | -               | -           | -              |
| By Program:                              |                 |         |                |              |            |                |                 |             |                |
| Total Operating Expenditures             | -               | -       | -              | -            | -          | -              | _               | -           | -              |
| Bilingual/ESL Education (25)             | -               | -       | -              | -            | -          | -              | _               | -           | -              |
| Career & Technology Education (22)       | -               | -       | -              | -            | -          | -              | _               | -           | _              |
| Accelerated Education (24,30)            | -               | -       | -              | -            | -          | -              | _               | -           | -              |
| Gifted & Talented Education (21)         | -               | -       | -              | _            | _          | -              | _               | -           | _              |
| Regular Education (11)                   | -               | -       | -              | -            | -          | -              | _               | -           | -              |
| Special Education (23)                   | -               | -       | -              | -            | -          | -              | _               | -           | _              |
| Other (26,27,28,29)                      | -               | -       | -              | -            | -          | -              | -               | -           | -              |
| PROGRAM INFORMATION                      |                 | -Campus |                | Camp         | us         |                |                 | <del></del> |                |
|  | Count           | Perc    | ent            | Grou         | p I        | istrict        | State           |             |                |
| Student Enrollment by Program:           |                 |         |                |              |            |                |                 |             |                |
| Bilingual/ESL Education                  | 8               | 3.0     | 6%             | 4.4          | :8         | 4.8%           | 14.4%           |             |                |
| Career & Technology Education            | 0               | 0.0     | 0%             | 13.0         | 8          | 11.6%          | 20.3%           |             |                |
| Gifted & Talented Education              | 62              | 27.     | 9%             | 9.8          | 8          | 36.7%          | 7.7%            |             |                |
| Special Education                        | 5               | 2.      | 3%             | 14.3         | 8          | 5.0%           | 11.6%           |             |                |
| Teachers by Program (population served): |                 |         |                |              |            |                |                 |             |                |
| Bilingual/ESL Education                  | 0.0             | 0.0     | 0%             | 1.2          | <b>ે</b>   | 0.0%           | 8.4%            |             |                |
| Career & Technology Education            | 0.9             | 6.9     | 9%             | 2.6          | 8          | 7.5%           | 4.0%            |             |                |
| Compensatory Education                   | 0.0             | 0.0     | 0%             | 1.9          | %          | 0.0%           | 3.1%            |             |                |
| Gifted & Talented Education              | 0.6             | 4.      | 5%             | 2.4          | <b>.</b> % | 7.3%           | 2.2%            |             |                |
| Regular Education                        | 12.1            | 88.     |                | 76.4         | <b>.</b> % | 82.6%          | 69.6%           |             |                |
| Special Education                        | 0.0             | 0.0     | 0%             | 12.4         | : <b>%</b> | 2.6%           | 10.3%           |             |                |
| Other                                    | 0.0             | 0.0     | 0%             | 3.1          | .8         | 0.0%           | 2.5%            |             |                |

District Name: HARMONY SCIENCE ACADEMY

Campus #: 101846041

Campus Name: HARMONY SCIENCE ACADEMY -D

<sup>&#</sup>x27;?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

<sup>&#</sup>x27;-' indicates zero observations reported for this group.

<sup>&#</sup>x27;n/a' indicates data reporting is not applicable for this group.

#### 2005-06 Academic Excellence Indicator System

District Name: HARMONY SCIENCE ACADEMY

Campus Name: HARMONY SCIENCE ACADEMY

Campus #: 101846001

2006 Accountability Rating: Exemplary

Gold Performance Acknowledgments:

Attendance (2004-05)

Advanced Academic Courses (2004-05)

Recommended High School Program (Class of 2005)

Commended on Reading/ELA

Commended on Writing

Commended on Social Studies

This is a Charter School.

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Section I - Page 1 Total Students: 396 Grade Span: 06 - 12 School Type: Both Elem/Sec

Campus #: 101846001

District Name: HARMONY SCIENCE ACADEMY

Campus Name: HARMONY SCIENCE ACADEMY

| Indicator:                      |              | State      | District     | Campus<br>Group | Campus         | African<br>America | n Hispanic     | White          | Native<br>American | Asian/<br>Pacific |   | Male       | Female         | Special<br>Ed | Econ<br>Disad  | LEP        |
|---------------------------------|--------------|------------|--------------|-----------------|----------------|--------------------|----------------|----------------|--------------------|-------------------|---|------------|----------------|---------------|----------------|------------|
| TAKS Met 2006<br>Grade 6 (Engli |              | l          |              |                 |                |                    |                |                |                    |                   |   |            |                |               |                |            |
| Reading                         | 2006<br>2005 | 92%<br>86% | > 99%<br>95% | 97%<br>90%      | > 99%<br>94%   | > 99%<br>94%       | > 99%<br>91%   | > 99%<br>> 99% | *                  | > 99%<br>*        | > | 99%<br>90% | > 99%<br>98%   | *             | > 99%<br>98%   | *<br>78%   |
| Mathematics                     | 2006<br>2005 | 81%<br>73% | 99%<br>90%   | 82%<br>70%      | > 99%<br>95%   | > 99%<br>96%       | > 99%<br>95%   | > 99%<br>89%   | *                  | > 99%<br>*        | > | 99%<br>90% | > 99%<br>> 99% | *             | > 99%<br>98%   | *<br>89%   |
| All Tests                       | 2006<br>2005 | 78%<br>69% | 99%<br>88%   | 81%<br>69%      | > 99%<br>92%   | > 99%<br>92%       | > 99%<br>91%   | > 99%<br>89%   | *                  | > 99%<br>*        | > | 99%<br>85% | > 99%<br>98%   | *             | > 99%<br>96%   | *<br>78%   |
| TAKS Met 2006<br>Grade 7        | Standard     | l          |              |                 |                |                    |                |                |                    |                   |   |            |                |               |                |            |
| Reading                         | 2006<br>2005 | 80%<br>81% | 96%<br>96%   | 85%<br>80%      | 97%<br>94%     | > 99%<br>97%       | 91%<br>90%     | > 99%<br>*     | *                  | *                 | > | 99%<br>94% | 93%<br>93%     | *             | 98%<br>93%     | *<br>> 99% |
| Mathematics                     | 2006<br>2005 | 71%<br>65% | 94%<br>91%   | 71%<br>60%      | 95%<br>90%     | 97%<br>88%         | 91%<br>92%     | > 99%          | *                  | *                 |   | 99%<br>99% | 90%<br>82%     | *             | 98%<br>89%     | *<br>67%   |
| Writing                         | 2006<br>2005 | 91%<br>89% | 98%<br>99%   | 98%<br>89%      | > 99%<br>> 99% | > 99%<br>> 99%     | > 99%<br>> 99% | > 99%          | *                  | *                 |   | 99%<br>99% | > 99%<br>> 99% | *             | > 99%<br>> 99% | *<br>> 99% |
| All Tests                       | 2006<br>2005 | 65%<br>60% | 91%<br>88%   | 63%<br>58%      | 94%<br>85%     | 97%<br>88%         | 86%<br>82%     | > 99%          | *                  | *                 | > | 99%<br>94% | 86%<br>78%     | *             | 96%<br>84%     | *<br>67%   |
| TAKS Met 2006<br>Grade 8        | Standard     | l          |              |                 |                |                    |                |                |                    |                   |   |            |                |               |                |            |
| Reading                         | 2006<br>2005 | 84%<br>84% | 96%<br>97%   | 85%<br>90%      | 96%<br>97%     | 92%<br>> 99%       | 97%<br>91%     | > 99%<br>> 99% | *                  | > 99%<br>*        | > | 97%<br>99% | 96%<br>94%     | *             | 96%<br>94%     | *          |
| Mathematics                     | 2006<br>2005 | 68%<br>62% | 92%<br>89%   | 67%<br>58%      | 89%<br>87%     | 84%<br>90%         | 89%<br>77%     | > 99%<br>> 99% | *                  | > 99%<br>*        |   | 87%<br>91% | 91%<br>83%     | *             | 89%<br>85%     | *          |
| * Science                       | 2006         | 72%        | 87%          | 77%             | 91%            | 85%                | 95%            | 83%            | *                  | > 99%             |   | 97%        | 87%            | *             | 90%            | *          |
| Soc Studies                     | 2006<br>2005 | 84%<br>85% | 98%<br>98%   | 83%<br>83%      | > 99%<br>99%   | > 99%<br>> 99%     | > 99%<br>95%   | > 99%<br>> 99% | *                  | > 99%<br>*        |   | 99%<br>99% | > 99%<br>97%   | *             | > 99%<br>97%   | *          |
| * All Tests                     | 2006<br>2005 | 58%<br>58% | 80%<br>89%   | 56%<br>52%      | 82%<br>87%     | 78%<br>90%         | 81%<br>77%     | 83%<br>> 99%   | *                  | > 99%<br>*        |   | 87%<br>91% | 79%<br>83%     | *             | 79%<br>85%     | *          |

<sup>\*</sup> Grade 8 Science (tested at 2 SEM below Panel Recommended value) is included in All Tests for 2006.

Section I - Page 2
Total Students: 396
Grade Span: 06 - 12
School Type: Both Elem/Sec

Campus #: 101846001

District Name: HARMONY SCIENCE ACADEMY

Campus Name: HARMONY SCIENCE ACADEMY

| Indicator:                  |              | State      | District       | Campus<br>Group | Campus         | African<br>American | Hispanic       | White          | Native<br>American | Asian/<br>Pacific Is | Male       | Female         | Special<br>Ed | Econ<br>Disad  | LEP |
|-----------------------------|--------------|------------|----------------|-----------------|----------------|---------------------|----------------|----------------|--------------------|----------------------|------------|----------------|---------------|----------------|-----|
| TAKS Met 2006<br>Grade 9    | Standard     | l          |                |                 |                |                     |                |                |                    |                      |            |                |               |                |     |
| Reading                     | 2006<br>2005 | 88%<br>83% | > 99%<br>> 99% | 95%<br>88%      | > 99%<br>> 99% | > 99%<br>> 99%      | > 99%<br>> 99% | *              | *                  |                      | 99%<br>99% | > 99%<br>> 99% | *             | > 99%<br>> 99% | *   |
| Mathematics                 | 2006<br>2005 | 58%<br>58% | 96%<br>95%     | 64%<br>67%      | 92%<br>95%     | 90%<br>92%          | 92%<br>95%     | > 99%<br>*     | *                  | * ><br>*             | 99%<br>96% | 83%<br>93%     | *             | 90%<br>92%     | *   |
| All Tests                   | 2006<br>2005 | 57%<br>56% | 96%<br>95%     | 63%<br>65%      | 92%<br>95%     | 90%<br>92%          | 92%<br>95%     | > 99%<br>*     | *                  | * ><br>*             | 99%<br>96% | 83%<br>94%     | *             | 90%<br>92%     | *   |
| TAKS Met 2006<br>Grade 10   | Standard     | l          |                |                 |                |                     |                |                |                    |                      |            |                |               |                |     |
| Eng Lang Arts               | 2006<br>2005 | 86%<br>68% | 94%<br>78%     | 90%<br>76%      | 94%<br>78%     | 91%<br>70%          | > 99%<br>86%   | > 99%<br>*     | *                  | *                    | 95%<br>80% | 92%<br>75%     | *             | 94%<br>85%     | *   |
| Mathematics                 | 2006<br>2005 | 62%<br>59% | 85%<br>88%     | 66%<br>66%      | 85%<br>88%     | 73 <b>%</b><br>80%  | 93%<br>86%     | > 99%<br>> 99% | *                  | *                    | 95%<br>88% | 67%<br>89%     | *             | 83%<br>86%     | *   |
| Science                     | 2006<br>2005 | 61%<br>55% | 88%<br>88%     | 62%<br>53%      | 88%<br>88%     | 82%<br>90%          | 93%<br>86%     | > 99%<br>80%   | *                  | *                    | 95%<br>81% | 75%<br>> 99%   | *             | 89%<br>79%     | *   |
| Soc Studies                 | 2006<br>2005 | 84%<br>85% | > 99%<br>96%   | 85%<br>89%      | > 99%<br>96%   | > 99%<br>> 99%      | > 99%<br>> 99% | > 99%<br>*     | *                  | * ><br>*             | 99%<br>94% | > 99%<br>> 99% | *             | > 99%<br>92%   | *   |
| All Tests                   | 2006<br>2005 | 50%<br>40% | 85%<br>56%     | 53%<br>39%      | 85%<br>56%     | 73%<br>40%          | 93%<br>57%     | > 99%<br>60%   | *                  | *                    | 95%<br>50% | 67%<br>67%     | *             | 83%<br>50%     | *   |
| TAKS Met 2006<br>^ Grade 11 | Standard     | l          |                |                 |                |                     |                |                |                    |                      |            |                |               |                |     |
| Eng Lang Arts               | 2006<br>2005 | 89%<br>87% | 96%<br>89%     | 97%<br>89%      | 96%<br>89%     | 90%<br>> 99%        | > 99%<br>83%   | *              | *                  |                      | 99%<br>99% | 90%<br>81%     | *             | 93%<br>91%     | *   |
| Mathematics                 | 2006<br>2005 | 78%<br>72% | 96%<br>96%     | 84%<br>78%      | 96%<br>96%     | 90%<br>> 99%        | > 99%<br>92%   | > 99%<br>*     | *                  | * >                  | 93%<br>99% | > 99%<br>94%   | *             | > 99%<br>> 99% | *   |
| Science                     | 2006<br>2005 | 76%<br>71% | > 99%<br>97%   | 83%<br>74%      | > 99%<br>97%   | > 99%<br>> 99%      | > 99%<br>92%   | > 99%<br>> 99% | *                  | * ><br>*             | 99%<br>92% | > 99%<br>> 99% | *             | > 99%<br>92%   | *   |
| Soc Studies                 | 2006<br>2005 | 94%<br>91% | > 99%<br>> 99% | > 99%<br>93%    | > 99%<br>> 99% | > 99%<br>> 99%      | > 99%<br>> 99% | > 99%<br>> 99% | *                  |                      | 99%<br>99% | > 99%<br>> 99% | *             | > 99%<br>> 99% | *   |
| All Tests                   | 2006<br>2005 | 66%<br>60% | 92%<br>87%     | 69%<br>55%      | 92%<br>87%     | 80%<br>> 99%        | > 99%<br>77%   | > 99%<br>> 99% | *                  | *                    | 93%<br>92% | 91%<br>83%     | *             | 93%<br>83%     | *   |

<sup>^</sup> Primary Spring Administration, plus June 2005 and October 2005 first-time testers who pass all 4 tests.

Total Students: 396
Grade Span: 06 - 12
School Type: Both Elem/Sec

Section I - Page 3

Campus Name: HARMONY SCIENCE ACADEMY

District Name: HARMONY SCIENCE ACADEMY

| Campus #: 101 | 846001 |  |
|---------------|--------|--|
|---------------|--------|--|

| Indicator:   |              | State              | District   | Campus<br>Group | Campus             | African<br>American | . Hispani      | c White           | Native<br>American | Asian/<br>Pacific I | s Male         | Female         | Special<br>Ed     | Econ<br>Disad     | LEP          |
|--|--------------|--------------------|------------|-----------------|--------------------|---------------------|----------------|-------------------|--------------------|---------------------|----------------|----------------|-------------------|-------------------|--------------|
| TAKS Met 2006<br>(Standard Acc                     |              |                    |            | s Teste         | d, EXCLUI          | OING grade          | 8 Scien        | ce)               |                    |                     |                |                |                   |                   |              |
| Reading/ELA  | 2006<br>2005 | 87%<br>83%         | 97%<br>95% | 90%<br>85%      | 97%<br>94%         | 97%<br>95%          | 98%<br>91%     | > 99%<br>97%      | *                  | 96%<br>92%          | 99%<br>94%     | 96%<br>93%     | *                 | 97%<br>95%        | > 99%<br>90% |
| Mathematics  | 2006<br>2005 | 75%<br>71%         | 94%<br>91% | 74%<br>69%      | 94%<br>92%         | 91%<br>91%          | 93%<br>90%     | > 99%<br>97%      | *                  | 96%<br>92%          | 96%<br>94%     | 91%<br>90%     | *                 | 94%<br>92%        | > 99%<br>77% |
| Writing  | 2006<br>2005 | 91%<br>90%         | 98%<br>99% | 95%<br>89%      | > 99%<br>> 99%     | > 99%<br>> 99%      | > 99%<br>> 99% | > 99%<br>*        | *                  | *                   | > 99%<br>> 99% | > 99%<br>> 99% | *                 | > 99%<br>> 99%    | *<br>> 99%   |
| Science  | 2006<br>2005 | 70%<br>63%         | 93%<br>93% | 71%<br>59%      | 93%<br>93%         | 90%<br>95%          | 95%<br>90%     | > 99%<br>90%      | *                  | 83%<br>> 99%        | 97%<br>86%     | 87%<br>> 99%   | *                 | 94%<br>85%        | *            |
| Soc Studies  | 2006<br>2005 | 87%<br>87%         | 98%<br>98% | 88%<br>87%      | > 99%<br>98%       | > 99%<br>> 99%      | > 99%<br>98%   | > 99%<br>93%      | *                  | > 99%<br>*          | > 99%<br>98%   | > 99%<br>98%   | *<br>> 99%        | > 99%<br>97%      | *            |
| All Tests  | 2006<br>2005 | 67%<br>62%         | 92%<br>87% | 64%<br>59%      | 93%<br>86%         | 91%<br>88%          | 92%<br>83%     | > 99%<br>91%      | *                  | 96%<br>85%          | 96%<br>87%     | 89%<br>86%     | *<br>83%          | 93%<br>86%        | > 99%<br>73% |
| TAKS Met 2006<br>(2008 Preview                     | at Panel     | Recomme            | nded)      |                 |                    |                     |                |                   | *                  | 750                 | 0.20           | 61%            | *                 | 750.              |              |
| Science<br>All Tests                               | 2006<br>2006 | 66%<br>65%         | 78%<br>87% | 64%<br>61%      | 76%<br>87%         | 70%<br>84%          | 76%<br>84%     | 94%<br>98%        | *                  | 75%<br>88%          | 93%<br>96%     | 61%<br>78%     | *                 | 75%<br>87%        | > 99%        |
| TAKS Commended                                     | l Perform    | ance (Sw           | m of All G | rades T         | ested, EX          | KCLUDING 9          | rade 8 S       | cience)           |                    |                     |                |                |                   |                   |              |
| Reading/ELA  | 2006<br>2005 | 27%<br>25%         | 28%<br>28% | 24%<br>23%      | 29%<br>28%         | 34%<br>33%          | 25%<br>17%     | 32%<br>38%        | *                  | 23%<br>31%          | 25%<br>22%     | 34%<br>33%     | *                 | 29%<br>28%        | 29%<br>10%   |
| Mathematics  | 2006<br>2005 | 23%<br>20%         | 15%<br>12% | 16%<br>13%      | 18%<br>11%         | 13%<br>11%          | 11%<br>3%      | 39%<br>37%        | *                  | 38%<br>31%          | 18%<br>12%     | 18%<br>10%     | *                 | 15%<br>9%         | 33%<br>9%    |
| Writing  | 2006<br>2005 | 30%<br>26%         | 35%<br>27% | 27%<br>17%      | 35%<br>29%         | 43%<br>27%          | 32%<br>26%     | 11%<br>*          | *                  | *                   | 43%<br>20%     | 24%<br>36%     | *                 | 33%<br>27%        | *<br>22%     |
| Science  | 2006<br>2005 | 16%<br>14%         | 17%<br>5%  | 9%<br>10%       | 17%<br>5%          | 10%<br>5%           | 9%<br>< 1%     | 45%<br>20%        | *                  | 17%<br>< 1%         | 19%<br>11%     | 13%<br>< 1%    | *                 | 16%<br>8%         | *            |
| Soc Studies  | 2006<br>2005 | 30%<br>26%         | 40%<br>38% | 22%<br>17%      | 45%<br>38%         | 38%<br>46%          | 46%<br>21%     | 71%<br>53%        | *                  | 42%<br>*            | 60%<br>43%     | 31%<br>32%     | *<br>40%          | 43%<br>37%        | *            |
| All Tests  | 2006<br>2005 | 11%<br>10%         | 8%<br>7%   | 6%<br>6%        | 9%<br>6%           | 9%<br>8%            | 7%<br>1%       | 22%<br>16%        | *                  | 8%<br>15%           | 9%<br>6%       | 10%<br>6%      | *<br>< 1%         | 9%<br>5%          | < 1%<br>5%   |
| SDAA II Examin<br>Met ARD Expect<br>(Standard Acco | tations      |                    |            |                 |                    |                     |                |                   |                    |                     |                |                |                   |                   |              |
| <b>2006</b><br>2005                                |              | 8 <b>4%</b><br>79% | 90%<br>93% | 83%<br>84%      | <b>86</b> %<br>95% | 85%<br>> 99%        | *<br>*<br>Pa   | *<br>*<br>age 180 | *                  | *                   | 93%<br>92%     | 71%<br>> 99%   | <b>86%</b><br>95% | <b>88%</b><br>88% | *            |

District Name: HARMONY SCIENCE ACADEMY

Campus Name: HARMONY SCIENCE ACADEMY

Campus #: 101846001

Section I - Page 4
Total Students: 396
Grade Span: 06 - 12

School Type: Both Elem/Sec

| Indicator:                     |      | State    | District  | Campus<br>Group | Campus | African<br>American | Hispanic | White | Native<br>American | Asian/<br>Pacific | Is Male | Female | Special<br>Ed | Econ<br>Disad | LEP |
|--------------------------------|------|----------|-----------|-----------------|--------|---------------------|----------|-------|--------------------|-------------------|---------|--------|---------------|---------------|-----|
| SDAA II Exami<br>Met ARD Expec |      | m of All | Grades Te | sted)           |        |                     |          |       |                    |                   |         |        |               |               |     |
| Reading/ELA                    | 2006 | 87%      | 92%       | 93%             | 89%    | 80%                 | *        | *     | *                  | *                 | 83%     | *      | 89%           | *             | *   |
|                                | 2005 | 82%      | > 99%     | 90%             | > 99%  | *                   | *        | *     | *                  | *                 | *       | *      | > 99%         | *             | *   |
| Mathematics                    | 2006 | 86%      | 85%       | 89%             | 80%    | 83%                 | *        | *     | *                  | *                 | > 99%   | *      | 80%           | *             | *   |
|                                | 2005 | 80%      | > 99%     | 87%             | > 99%  | > 99%               | *        | *     | *                  | *                 | > 99%   | *      | > 99%         | *             | *   |
| Writing                        | 2006 | 68%      | *         | 71%             | *      | *                   | *        | *     | *                  | *                 | *       | *      | *             | *             | *   |
|                                | 2005 | 65%      | 75%       | 68%             | 80%    | *                   | *        | *     | *                  | *                 | *       | *      | 80%           | *             | *   |
| All Tests                      | 2006 | 74%      | 77%       | 72%             | 70%    | 67%                 | *        | *     | *                  | *                 | 83%     | *      | 70%           | *             | *   |
|                                | 2005 | 68%      | 86%       | 73%             | 90%    | > 99%               | *        | *     | *                  | *                 | 86%     | *      | 90%           | *             | *   |

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Total Students: 396
Grade Span: 06 - 12
School Type: Both Elem/Sec

Campus Name: HARMONY SCIENCE ACADEMY Campus #: 101846001

District Name: HARMONY SCIENCE ACADEMY

| Indicator:          | State       | District   | Campus<br>Group | Campus | African<br>American | Hispanic      | White | Native<br>American | Asian/<br>Pacific Is | Male  | Female | Special<br>Ed  | Econ<br>Disad | LEP   |
|---------------------|-------------|------------|-----------------|--------|---------------------|---------------|-------|--------------------|----------------------|-------|--------|----------------|---------------|-------|
| 2006 TAKS/SDAA II/1 | TAKS-I Part | icipation  | (Grades :       | 3-11)  |                     |               |       |                    |                      |       |        |                |               |       |
| Tested              | 97.1%       | 95.9%      | 97.4%           | 93.8%  | 99.3%               | 99.2%         | 69.8% | *                  | 100.0%               | 93.8% | 93.7%  | 92.3%          | 94.3%         | 31.0% |
| By Assessment       |             |            |                 |        |                     |               |       |                    |                      |       |        |                |               |       |
| TAKS (1 or more)    | 90.7%       | 94.3%      | 89.1%           | 91.5%  | 96.3%               | 98.4%         | 68.3% | *                  | 92.9%                | 90.4% | 92.6%  | 30.8%          | 92.9%         | 31.0% |
| Not on TAKS         | 6.4%        | 1.7%       | 8.3%            | 2.3%   | 3.0%                | 0.8%          | 1.6%  | *                  | 7.1%                 | 3.4%  | 1.1%   | 61.5%          | 1.4%          | 0.0%  |
| TAKS-I Only         | 0.1%        | 0.0%       | 0.0%            | 0.0%   | 0.0%                | 0.0%          | 0.0%  | *                  | 0.0%                 | 0.0%  | 0.0%   | 0.0%           | 0.0%          | 0.0%  |
| SDAA II Only        | 5.4%        | 1.7%       | 6.7%            | 2.3%   | 3.0%                | 0.8%          | 1.6%  | *                  | 7.1%                 | 3.4%  | 1.1%   | 61.5%          | 1.4%          | 0.0%  |
| TAKS-I/SDAA II (    | Only 0.8%   | 0.0%       | 0.7%            | 0.0%   | 0.0%                | 0.0%          | 0.0%  | *                  | 0.0%                 | 0.0%  | 0.0%   | 0.0%           | 0.0%          | 0.0%  |
| By Acct Status      |             |            |                 |        |                     |               |       |                    |                      |       |        |                |               |       |
| Acct System         | 90.5%       | 94.6%      | 90.8%           | 93.2%  | 99.3%               | 99.2%         | 66.7% | *                  | 100.0%               | 93.8% | 92.6%  | 92.3%          | 94.3%         | 31.0% |
| Non-Acct System     | 6.5%        | 1.4%       | 6.8%            | 0.6%   | 0.0%                | 0.0%          | 3.2%  | *                  | 0.0%                 | 0.0%  | 1.1%   | 0.0%           | 0.0%          | 0.0%  |
| Mobile              | 5.6%        | 1.4%       | 6.5%            | 0.6%   | 0.0%                | 0.0%          | 3.2%  | *                  | 0.0%                 | 0.0%  | 1.1%   | 0.0%           | 0.0%          | 0.0%  |
| Non-Acct Test       | 0.2%        | 0.0%       | 0.0%            | 0.0%   | 0.0%                | 0.0%          | 0.0%  | *                  | 0.0%                 | 0.0%  | 0.0%   | 0.0%           | 0.0%          | 0.0%  |
| Katrina/Rita        | 0.8%        | 0.0%       | 0.0%            | 0.0%   | 0.0%                | 0.0%          | 0.0%  | *                  | 0.0%                 | 0.0%  | 0.0%   | 0.0%           | 0.0%          | 0.0%  |
| Not Tested          | 2.9%        | 4.1%       | 2.7%            | 6.3%   | 0.7%                | 0.8%          | 30.2% | *                  | 0.0%                 | 6.2%  | 6.3%   | 7.7%           | 5.7%          | 69.0% |
| Absent              | 0.2%        | 0.2%       | -               | 0.3%   | 0.0%                | 0.8%          | 0.0%  | *                  | 0.0%                 | 0.6%  | 0.0%   | 0.0%           | 0.0%          | 0.0%  |
| ARD Exempt          | 0.7%        | 0.2%       | 0.5%            | 0.3%   | 0.7%                | 0.0%          | 0.0%  | *                  | 0.0%                 | 0.6%  | 0.0%   | 7.7%           | 0.0%          | 0.0%  |
| LEP Exempt          | 1.0%        | 3.6%       | 0.0%            | 5.4%   | 0.0%                | 0.0%          | 28.6% | *                  | 0.0%                 | 5.1%  | 5.7%   | 0.0%           | 5.7%          | 65.5% |
| Other               | 1.0%        | 0.2%       | 0.8%            | 0.3%   | 0.0%                | 0.0%          | 1.6%  | *                  | 0.0%                 | 0.0%  | 0.6%   | 0.0%           | 0.0%          | 3.4%  |
| Katrina/Rita        | 0.0%        | 0.0%       | 0.0%            | 0.0%   | 0.0%                | 0.0%          | 0.0%  | *                  | 0.0%                 | 0.0%  | 0.0%   | 0.0%           | 0.0%          | 0.0%  |
| Total Count         | 3,001,657   | 663        | 141             | 352    | 134                 | 124           | 63    | 2                  | 28                   | 177   | 175    | 13             | 210           | 29    |
| 2005 TAKS/SDAA II I | Participati | on (Grades | 3-11)           |        |                     |               |       |                    |                      |       |        |                |               |       |
| Tested              | 97.0%       | 97.0%      | 97.8%           | 96.0%  | 97.6%               | 98.4%         | 81.4% | *                  | 100.0%               | 97.7% | 94.5%  | 77.3%          | 97.5%         | 71.0% |
|                     |             |            |                 |        |                     |               |       |                    |                      |       |        |                |               |       |
| By Assessment       | 90.8%       | 95.0%      | 89.2%           | 93.5%  | 93.4%               | 98.4%         | 79.1% | *                  | 93.3%                | 93.6% | 93.4%  | 36.4%          | 96.5%         | 71.0% |
| TAKS (1 or more)    |             | 2.0%       | 8.8%            | 2.5%   | 93.4%<br>4.2%       | 98.48<br>0.0% | 2.3%  | *                  | 93.3%                | 4.0%  | 93.4%  | 36.4%<br>40.9% | 1.0%          | 0.0%  |
| SDAA II Only        | 6.2%        | 2.0%       | 0.05            | 2.36   | 4.26                | 0.05          | 2.36  | -                  | 0.76                 | 4.06  | 1.16   | 40.96          | 1.0%          | 0.06  |
| By Mobility Status  |             |            |                 |        |                     |               |       | _                  |                      |       |        |                |               |       |
| Acct Subset         | 91.3%       | 95.3%      | 91.4%           | 94.1%  | 96.4%               | 96.9%         | 76.7% | *                  | 93.3%                | 94.8% | 93.4%  | 72.7%          | 97.5%         | 71.0% |
| Mobile Subset       | 5.7%        | 1.6%       | 5.6%            | 2.0%   | 1.2%                | 1.6%          | 4.7%  | *                  | 6.7%                 | 2.9%  | 1.1%   | 4.5%           | 0.0%          | 0.0%  |
| Not Tested          | 3.0%        | 3.0%       | 2.3%            | 4.0%   | 2.4%                | 1.6%          | 18.6% | *                  | 0.0%                 | 2.3%  | 5.5%   | 22.7%          | 2.5%          | 29.0% |
| Absent              | 0.2%        | 0.2%       | 0.0%            | 0.0%   | 0.0%                | 0.0%          | 0.0%  | *                  | 0.0%                 | 0.0%  | 0.0%   | 0.0%           | 0.0%          | 0.0%  |
| ARD Exempt          | 0.8%        | 0.9%       | 0.8%            | 1.4%   | 1.8%                | 0.8%          | 2.3%  | *                  | 0.0%                 | 0.0%  | 2.8%   | 22.7%          | 1.5%          | 0.0%  |
| LEP Exempt          | 1.0%        | 1.8%       | 0.0%            | 2.3%   | 0.6%                | 0.8%          | 14.0% | *                  | 0.0%                 | 2.3%  | 2.2%   | 0.0%           | 1.0%          | 25.8% |
| Other               | 1.0%        | 0.2%       | 0.6%            | 0.3%   | 0.0%                | 0.0%          | 2.3%  | *                  | 0.0%                 | 0.0%  | 0.6%   | 0.0%           | 0.0%          | 3.2%  |
| Total Count         | 2,931,773   | 559        | 160             | 354    | 166                 | 128           | 43    | 2                  | 15                   | 173   | 181    | 22             | 202           | 31    |

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Total Students: 396
Grade Span: 06 - 12
School Type: Both Elem/Sec

Campus #: 101846001

District Name: HARMONY SCIENCE ACADEMY

Campus Name: HARMONY SCIENCE ACADEMY

| Indicator:                     |              | State            | District           | Campus<br>Group        | Campus         | African<br>American | n Hispanic    | White          | Native<br>American | Asian/<br>Pacific I | s Male         | Female        | Special<br>Ed | Econ<br>Disad  | LEP        |
|--------------------------------|--------------|------------------|--------------------|------------------------|----------------|---------------------|---------------|----------------|--------------------|---------------------|----------------|---------------|---------------|----------------|------------|
| Progress of Pr                 | ior Yea      | r TAKS Fa        | ailers (Sum        | of Gra                 | des 4-11)      | ı                   |               |                |                    |                     |                |               |               |                |            |
| Percent of Fa                  | ilers P      | assing T         | AKS                |                        |                |                     |               |                |                    |                     |                |               |               |                |            |
| Reading/ELA                    | 2006<br>2005 | 51%<br>45%       | 81%<br>67%         | 55%<br>53%             | > 99%<br>80%   | *                   | > 99%<br>80%  | *              | *                  | *                   | *<br>67%       | > 99%<br>*    | *             | > 99%<br>*     | *          |
| Mathematics                    | 2006<br>2005 | 32%<br>25%       | 89%<br>71%         | 33%<br>25%             | 92%<br>83%     | 80%<br>75%          | > 99%<br>*    | *              | *                  | *                   | *<br>80%       | 89%<br>86%    | *             | > 99%<br>83%   | *          |
| Average TGI G                  | rowth        |                  |                    |                        |                |                     |               |                |                    |                     |                |               |               |                |            |
| Reading/ELA                    | 2006<br>2005 | 0.56<br>0.53     | 0.73<br>0.90       | 0.57<br>0.56           | 0.92<br>1.06   | *                   | 0.84<br>1.25  | *              | *                  | *                   | 1.05<br>0.84   | 0.78<br>*     | *             | 1.03           | *          |
| Mathematics                    | 2006<br>2005 | 0.34<br>0.38     | 1.07<br>0.95       | 0.33<br>0.43           | 0.97<br>1.03   | 1.20<br>1.03        | 0.82          | *              | *                  | *                   | 1.04<br>1.06   | 0.93<br>1.01  | *             | 0.91<br>0.95   | *          |
| English Langua<br>2005-06      | ige Lear     | ners Prog<br>66% | gress Measu<br>98% | ıre<br>63%             | 97%            | 100%                | 94%           | 100%           | *                  | 100%                | 100%           | 94%           | *             | 98%            | 100%       |
| Attendance Rat                 | :e           | 95.7%            | 97.0%              | 96.5%                  | 97.2%          | 97.4%               | 97.3%         | 96.0%          | *                  | 97.2%               | 97.1%          | 97.2%         | 95.5%         | 97.4%          | 98.2%      |
| 2004-05                        |              | 95.7%<br>95.7%   | 96.4%              | 96.3%                  | 96.4%          | 96.6%               | 96.8%         | 94.3%          | *                  | 96.1%               | 96.3%          | 96.5%         | 96.0%         | 96.4%          | 96.8%      |
| Annual Dropout                 |              |                  | cator)             |                        |                |                     |               |                |                    |                     |                |               |               |                |            |
| 2004-05                        |              | 0.2%             | 0.0%               | 0.0%                   | 0.0%           | 0.0%                | 0.0%          | 0.0%           | *                  | 0.0%                | 0.0%           | 0.0%          | 0.0%          | 0.0%           | 0.0%       |
| 2003-04                        |              | 0.2%             | 0.0%               | 0.0%                   | 0.0%           | 0.0%                | 0.0%          | 0.0%           | *                  | *                   | 0.0%           | 0.0%          | 0.0%          | 0.0%           | 0.0%       |
| Annual Dropout (AEA Indicator  |              | Gr 7-12)         |                    |                        |                |                     |               |                |                    |                     |                |               |               |                |            |
| 2004-05                        | . ,          | 0.9%             | 0.0%               | 0.0%                   | 0.0%           | 0.0%                | 0.0%          | 0.0%           | *                  | 0.0%                | 0.0%           | 0.0%          | 0.0%          | 0.0%           | 0.0%       |
| 2003-04                        |              | 0.9%             | 0.0%               | 0.0%                   | 0.0%           | 0.0%                | 0.0%          | 0.0%           | *                  | 0.0%                | 0.0%           | 0.0%          | 0.0%          | 0.0%           | 0.0%       |
| COLLEGE READIN                 | ESS IND      | ICATORS          |                    |                        |                |                     |               |                |                    |                     |                |               |               |                |            |
| Advanced Cours                 | se/Dual      |                  |                    |                        |                |                     |               |                |                    |                     |                |               |               |                |            |
| 2004-05<br>2003-04             |              | 20.5%<br>19.9%   | 48.8%<br>12.1%     | 14.7%<br>15.4%         | 48.8%<br>12.1% | 41.5%<br>7.9%       | 46.0%<br>3.3% | 56.0%<br>30.0% | -                  | 77.8%<br>18.2%      | 45.3%<br>18.8% | 52.5%<br>5.9% | 47.1%<br>0.0% | 49.1%<br>11.6% | 33.3%<br>- |
| 2003-04                        |              | 13.30            | 14.10              | 13.10                  | 14.10          | 1.30                | 3.30          | 30.00          | =                  | 10.23               | 10.00          | 3.30          | 0.00          | 11.00          | _          |
| RHSP/DAP Gradu                 |              | =0.00            |                    | <b>54.0</b> 5          | 400.00         |                     |               |                |                    |                     | 100.00         | 400.00        |               |                |            |
| Class of 2005<br>Class of 2004 |              | 72.3%<br>68.4%   | 100.0%             | <b>64.9</b> %<br>70.6% | 100.0%         | *                   | 100.0%        | *              | -                  | *                   | 100.0%         | 100.0%        | *             | *              | -          |
| CIASS OI 2004                  | •            | 00.46            | -                  | 70.0%                  | -              | _                   | -             | -              | -                  | -                   | -              | -             | -             | -              | -          |

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Total Students: 396
Grade Span: 06 - 12

School Type: Both Elem/Sec

| Indicator:               |         | State     | District | Campus<br>Group | Campus    | African<br>American | Hispanic | White | Native<br>American | Asian/<br>Pacific Is | Male  | Female | Special<br>Ed | Econ<br>Disad | LEP |
|--------------------------|---------|-----------|----------|-----------------|-----------|---------------------|----------|-------|--------------------|----------------------|-------|--------|---------------|---------------|-----|
| AP/IB Results<br>Tested  |         |           |          |                 |           |                     |          |       |                    |                      |       |        |               |               |     |
| 2005                     |         | 18.4%     | 31.0%    | 0.0%            | 31.0%     | 41.7%               | 23.5%    | 33.3% | -                  | *                    | 25.0% | 34.6%  | n/a           | n/a           | n/a |
| 200 <del>4</del>         |         | 17.4%     | 23.5%    | 0.0%            | 23.5%     | *                   | 16.7%    | *     | -                  | *                    | 33.3% | 18.2%  | n/a           | n/a           | n/a |
| Examinees >=             | Criteri | on        |          |                 |           |                     |          |       |                    |                      |       |        |               |               |     |
| 2005                     |         | 51.8%     | 23.1%    | *               | 23.1%     | 20.0%               | *        | *     | -                  | *                    | *     | 33.3%  | n/a           | n/a           | n/a |
| 200 <del>4</del>         |         | 53.9%     | *        | *               | *         | *                   | *        | *     | -                  | *                    | *     | *      | n/a           | n/a           | n/a |
| Scores >= Cri            | iterion |           |          |                 |           |                     |          |       |                    |                      |       |        |               |               |     |
| 2005                     |         | 47.4%     | 26.7%    | *               | 26.7%     | 20.0%               | *        | *     | -                  | *                    | *     | 36.4%  | n/a           | n/a           | n/a |
| 2004                     |         | 49.3%     | 37.5%    | *               | 37.5%     | *                   | *        | *     | -                  | *                    | *     | *      | n/a           | n/a           | n/a |
| Texas Success            | Initiat | ive (TSI) | – Higher | Educati         | on Readir | ess Compo           | nent     |       |                    |                      |       |        |               |               |     |
| Eng Lang Arts            | 3 2006  | 40%       | 17%      | 25%             | 17%       | 10%                 | 14%      | *     | *                  | *                    | 14%   | 20%    | *             | 14%           | *   |
|                          | 2005    | 39%       | 30%      | 33%             | 30%       | 44%                 | 25%      | *     | *                  | *                    | 18%   | 38%    | *             | 45%           | *   |
| Mathematics              | 2006    | 51%       | 46%      | 46%             | 46%       | 30%                 | 14%      | > 99% | *                  | *                    | 47%   | 45%    | *             | 36%           | *   |
|                          | 2005    | 48%       | 41%      | 50%             | 41%       | 22%                 | 33%      | *     | *                  | *                    | 36%   | 44%    | *             | 45%           | *   |
| SAT/ACT Result<br>Tested | s       |           |          |                 |           |                     |          |       |                    |                      |       |        |               |               |     |
| Class of 200             | )5      | 65.5%     | 100.0%   | 62.5%           | 100.0%    | *                   | 80.0%    | *     | _                  | ?                    | 80.0% | ?      | n/a           | n/a           | n/a |
| Class of 200             |         | 61.9%     | -        | 61.3%           | -         | -                   | -        | -     | -                  | -                    | -     | -      | n/a           | n/a           | n/a |
| At/Above Crit            | erion   |           |          |                 |           |                     |          |       |                    |                      |       |        |               |               |     |
| Class of 200             | 05      | 27.4%     | 30.8%    | 14.6%           | 30.8%     | *                   | *        | *     | -                  | *                    | *     | 33.3%  | n/a           | n/a           | n/a |
| Class of 200             | 04      | 27.0%     | -        | 17.8%           | -         | -                   | -        | -     | -                  | -                    | -     | -      | n/a           | n/a           | n/a |
| Mean SAT Scor            | re      |           |          |                 |           |                     |          |       |                    |                      |       |        |               |               |     |
| Class of 200             | )5      | 992       | 975      | 977             | 975       | *                   | *        | *     | _                  | *                    | *     | 968    | n/a           | n/a           | n/a |
| Class of 200             |         | 987       | -        | 929             | -         | -                   | -        | -     | -                  | -                    | -     | -      | n/a           | n/a           | n/a |
| Mean ACT Scor            | re      |           |          |                 |           |                     |          |       |                    |                      |       |        |               |               |     |
| Class of 200             | -       | 20.0      | *        | 19.1            | *         | _                   | _        | *     | -                  | -                    | -     | *      | n/a           | n/a           | n/a |
| Class of 200             | )4      | 20.1      | -        | 19.7            | -         | -                   | -        | -     | -                  | -                    | -     | -      | n/a           | n/a           | n/a |

District Name: HARMONY SCIENCE ACADEMY

Campus Name: HARMONY SCIENCE ACADEMY

Campus #: 101846001

<sup>&#</sup>x27;?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

<sup>&#</sup>x27;\*' indicates results are masked due to small numbers to protect student confidentiality.

<sup>&#</sup>x27;-' indicates zero observations reported for this group. Page 184

<sup>&#</sup>x27;n/a' indicates data reporting is not applicable for this group.

District Name: HARMONY SCIENCE ACADEMY

Campus Name: HARMONY SCIENCE ACADEMY

Grade 6

Grade 7

Grade 8

Campus #: 101846001

2005-06 Campus Profile

Section II - Page 1 Total Students: 396 Grade Span: 06 - 12

School Type: Both Elem/Sec

| c      | ampus  | -   | Campus  |   |  |  |  |
|--------|--|---|---|---|--|--|--|
| Count  | Percent  | <b>5</b>  | Group   | :   | District   | St   | tate   |
| 396    | 100.0%   |   | 13,489  |   | 738  | 4,505  | ,572   |
| n 0    | 0.0%   |   | 0.2%  |   | 0.0%   | (  | 0.3%   |
| 0      | 0.0%   |   | 2.7%  |   | 0.0%   |  | 4.0%   |
| 0      | 0.0%   |   | 5.2%  |   | 0.0%   | •  | 7.8%   |
| 0      | 0.0%   |   | 5.2%  |   | 0.0%   | ;  | 8.0%   |
| 0      | 0.0%   |   | 5.1%  |   | 0.0%   | •  | 7.6%   |
| 0      | 0.0%   |   | 5.4%  |   | 0.0%   | •  | 7.6%   |
| 0      | 0.0%   |   | 4.8%  |   | 0.0%   | •  | 7.3%   |
| 0      | 0.0%   |   | 5.1%  |   | 0.0%   | •  | 7.5%   |
| 84     | 21.2%  |   | 5.5%  |   | 22.2%  | •  | 7.2%   |
| 76     | 19.2%  |   | 8.3%  |   | 27.1%  | •  | 7.5%   |
| 83     | 21.0%  |   | 8.2%  |   | 24.0%  | •  | 7.4%   |
| 47     | 11.9%  |   | 13.5%   |   | 12.3%  | ;  | 8.7%   |
| 44     | 11.1%  |   | 11.7%   |   | 6.0%   | •  | 7.2%   |
| 28     | 7.1%   |   | 9.9%  |   | 3.8%   | (  | 6.2%   |
| 34     | 8.6%   |   | 9.2%  |   | 4.6%   | !  | 5.7%   |
| 154    | 38.9%  |   | 16.1%   |   | 29.3%  | 1  | 4.7%   |
| 139    | 35.1%  |   | 36.1%   |   | 50.1%  | 4:   | 5.3%   |
| 70     | 17.7%  |   | 47.0%   |   | 14.5%  | 3  | 6.5%   |
| 2      | 0.5%   |   | 0.3%  |   | 0.5%   |  | 0.3%   |
| 31     | 7.8%   |   | 0.5%  |   | 5.6%   | :  | 3.1%   |
| 232    | 58.6%  |   | 58.3%   |   | 60.6%  | 5  | 5.6%   |
| 27     | 6.8%   |   | 6.2%  |   | 4.9%   | 1:   | 5.8%   |
| 0      | 0.0%   |   | 2.0%  |   | 0.0%   |  | 2.3%   |
| 54     | 13.6%  |   | 45.5%   |   | 10.3%  | 4:   | 8.7%   |
| 47     | 11.5%  |   | 16.8%   |   | 13.4%  | 2:   | 1.1%   |
| 13.7   | n/a  |   | 11.6  |   | 14.5   | 1  | 4.9  |
| Non    | -Special Educ  | cation Rate   | es  |   | -Special Ed  | ucation Rate   | s  |
| •      | Campus   |   | •   | -   | Campus   |  |  |
| Campus | Group  | District  | State   | Campus  | Group  | District   | State  |
| _      | 3.8%   | _   | 2.9%  | _   | 11.0%  | _  | 11.8%  |
| -      | 5.5%   | -   | 5.9%  | _   | 6.1%   | -  | 10.2%  |
| -      | 2.7%   | -   | 3.5%  | _   | 1.1%   | -  | 4.3%   |
| -      | 4.3%   | -   | 3.3%  | _   | 2.2%   | -  | 2.6%   |
|        | 1.6%   |   | 1.8%  | _   | 2.8%   |  | 1.4%   |
| -      | 1.06   | -   | 1.06  | _   | 4.00   | -  | 1.40   |
|        | Count  396  1 0 0 0 0 0 0 0 0 0 84 76 83 47 44 28 34 154 139 70 2 31 232 27 0 54 47 13.7 | Count Percent  396 100.0%  0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 84 21.2% 76 19.2% 83 21.0% 47 11.9% 44 11.1% 28 7.1% 34 8.6%  154 38.9% 139 35.1% 70 17.7% 2 0.5% 31 7.8%  232 58.6% 27 6.8% 0 0 0.0% 54 13.6% 11.5% 13.7 n/a   Non-Special Educy Campus Campus Campus Group  - 3.8% - 5.5% - 2.7% - 4.3% | 396 100.0%  1 0 0.0%  0 0.0%  0 0.0%  0 0.0%  0 0.0%  0 0.0%  0 0.0%  0 0.0%  84 21.2%  76 19.2%  83 21.0%  47 11.9%  44 11.1%  28 7.1%  34 8.6%  154 38.9%  139 35.1%  70 17.7%  2 0.5%  31 7.8%  232 58.6%  27 6.8%  0 0.0%  54 13.6%  47 11.5%  13.7 n/a   Non-Special Education Rate Campus   Count   Percent   Group   396   100.0%   13,489   1 | Count Percent Group  396 100.0% 13,489  1 0 0.0% 0.2% 0 0.0% 5.2% 0 0.0% 5.2% 0 0.0% 5.1% 0 0.0% 5.1% 0 0.0% 5.1% 0 0.0% 5.1% 0 0.0% 5.1% 84 21.2% 5.5% 76 19.2% 8.3% 83 21.0% 8.2% 47 11.9% 13.5% 144 11.1% 11.7% 28 7.1% 9.9% 34 8.6% 9.2%  154 38.9% 16.1% 139 35.1% 36.1% 70 17.7% 47.0% 2 0.5% 0.3% 31 7.8% 0.5%  232 58.6% 58.3% 6.2% 0 0.0% 2.0% 54 13.6% 45.5% 47 11.5% 16.8% 13.7 n/a 11.6   Non-Special Education Rates    Campus Campus Campus Group District State Campus  - 3.8% - 2.9% 5.5% - 5.9% 2.7% - 3.5% 4.3% - 3.5% 4.3% - 3.5% - | Count Percent Group District  396 100.0% 13,489 738  1 0 0 0.0% 0.2% 0.0% 0 0.0% 2.7% 0.0% 0 0.0% 5.2% 0.0% 0 0.0% 5.2% 0.0% 0 0.0% 5.1% 0.0% 0 0.0% 5.1% 0.0% 0 0.0% 5.1% 0.0% 0 0.0% 5.1% 0.0% 0 0.0% 5.1% 0.0% 0 0.0% 4.8% 0.0% 0 0.0% 5.1% 0.0% 0 0.0% 2.2% 2.2% 76 19.2% 8.3% 27.1% 83 21.0% 8.2% 24.0% 47 11.9% 13.5% 12.3% 44 11.1% 11.7% 6.0% 28 7.1% 9.9% 3.8% 34 8.6% 9.2% 4.6%  154 38.9% 16.1% 29.3% 139 35.1% 36.1% 50.1% 70 17.7% 47.0% 14.5% 2 0.5% 0.3% 0.5% 31 7.8% 0.5% 5.6%  232 58.6% 58.3% 60.6% 27 6.8% 6.2% 4.9% 0 0 0.0% 2.0% 0.0% 54 13.6% 45.5% 10.3% 47 11.5% 16.8% 13.4% 13.7 n/a 11.6 14.5   Non-Special Education Rates  Special Education Rates | Count Percent Group District S  396 100.0% 13,489 738 4,505  1 0 0 0.0% 0.2% 0.0% 0 0.0% 5.2% 0.0% 0 0.0% 5.2% 0.0% 0 0.0% 5.2% 0.0% 0 0.0% 5.1% 0.0% 0 0.0% 5.1% 0.0% 0 0.0% 5.1% 0.0% 0 0.0% 5.1% 0.0% 0 0.0% 5.1% 0.0% 0 0.0% 5.1% 0.0% 0 1.0% 5.1% 0.0% 0 0.0% 5.1% 0.0% 0 1.0% 5.1% 0.0% 0 1.0% 5.1% 0.0% 0 1.0% 5.1% 0.0% 0 1.0% 5.1% 0.0% 0 1.0% 5.1% 0.0% 0 1.0% 5.1% 0.0% 0 1.0% 5.1% 0.0% 0 1.0% 5.1% 0.0% 0 1.0% 5.1% 0.0% 0 1.0% 5.1% 0.0% 0 1.0% 5.1% 0.0% 0 1.0% 5.1% 0.0% 0 1.0% 5.1% 0.0% 0 1.0% 5.1% 0.0% 0 1.1% 1.1% 6.0% 0 1.2% 1.3.5% 12.3% 0 1.1% 1.1.5% 1.2.3% 0 1.1% 1.1.5% 1.2.3% 0 1.1% 1.1% 1.1% 0 1.1% 1.1% 0 1.1% 1.1% 1.1% 0 1.1% 1.1% 0 1.1% 1.1% 0 1.1 |

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2005-06 Campus Profile

Campus Name: HARMONY SCIENCE ACADEMY Campus #: 101846001

District Name: HARMONY SCIENCE ACADEMY

Grade Span: 06 - 12

Section II - Page 2

Total Students: 396

School Type: Both Elem/Sec

| STUDENT INFORMATION                            |        |         |        |          |         |
|--|--------|---------|--------|----------|---------|
|  | Cam    | pus     | Campus |          |         |
| Graduates (Class of 2005):                     | Campus | Percent | Group  | District | State   |
| Total Graduates                                | 16     | 100.0%  | 1,119  | 16       | 239,716 |
| By Ethnicity (incl. Special Ed.):              |        |         |        |          |         |
| African American                               | 2      | 12.5%   | 137    | 2        | 32,811  |
| Hispanic                                       | 7      | 43.8%   | 439    | 7        | 84,566  |
| White  | 4      | 25.0%   | 531    | 4        | 113,212 |
| Native American                                | 0      | 0.0%    | 7      | 0        | 764     |
| Asian/Pacific Islander                         | 3      | 18.8%   | 5      | 3        | 8,363   |
| By Graduation Type (incl. Special Ed.):        |        |         |        |          |         |
| Minimum H.S. Program                           | 0      | 0.0%    | 374    | 0        | 66,380  |
| Recommended H.S. Pgm./DAP                      | 16     | 100.0%  | 745    | 16       | 173,336 |
| Special Education Graduates                    | 3      | 18.8%   | 183    | 3        | 25,951  |
| CLASS SIZE INFORMATION                         |        |         |        |          |         |
| (Derived from teacher responsibility records.) |        |         |        |          |         |
|  |        |         | Campus |          |         |
| Class Size Averages by Grade and Subject:      | Cam    | pus     | Group  | District | State   |
| Elementary: Kindergarten                       |        | _       | 14.4   | -        | 19.3    |
| Grade 1  |        | -       | 13.9   | -        | 18.9    |
| Grade 2  |        | -       | 14.8   | -        | 18.9    |
| Grade 3  |        | -       | 15.8   | -        | 18.9    |
| Grade 4  |        | -       | 14.8   | 21.0     | 19.3    |
| Grade 5  |        | -       | 15.7   | -        | 21.9    |
| Grade 6  | 2.     | 2.0     | 13.8   | 20.9     | 21.4    |
| Mixed Grades                                   |        | -       | 17.6   | -        | 25.7    |
| Secondary: English/Language Arts               |        | 2.5     | 15.2   | 22.2     | 20.3    |
| Foreign Languages                              |        | 3.4     | 15.9   | 21.8     | 21.3    |
| Mathematics                                    |        | 1.9     | 14.2   | 21.3     | 20.3    |
| Science  |        | 9.4     | 17.2   | 20.3     | 21.5    |
| Social Studies                                 | 2      | 3.1     | 17.9   | 22.3     | 22.5    |

### TEXAS EDUCATION AGENCY Academic Excellence Indicator System

District Name: HARMONY SCIENCE ACADEMY

Campus #: 101846001

Total Students: 396 2005-06 Campus Profile

Section II - Page 3

Campus Name: HARMONY SCIENCE ACADEMY Grade Span: 06 - 12 School Type: Both Elem/Sec

| T THEODWANTON  | 1              |                  |                 |               |           |
|--|----------------|------------------|-----------------|---------------|-----------|
| FINFORMATION   | Count          | npus <br>Percent | Campus<br>Group | District      | State     |
|  | Count          | Percent          | Group           | District      | State     |
| Total Staff:   | 33.5           | 100.0%           | 100.0%          | 100.0%        | 100.0%    |
| Professional Staff:                                      | 32.7           | 97.5%            | 84.8%           | 92.9%         | 62.5%     |
| Teachers   | 29.0           | 86.4%            | 75.8%           | 74.9%         | 50.7%     |
| Professional Support                                     | 1.0            | 3.0%             | 5.0%            | 4.2%          | 8.0%      |
| Campus Admin. (School Leader.)                           | 2.7            | 8.1%             | 4.0%            | 7.9%          | 2.8%      |
| Educational Aides:                                       | 0.9            | 2.5%             | 15.2%           | 1.3%          | 10.2%     |
| Total Minority Staff:                                    | 6.9            | 20.6%            | 13.9%           | 22.6%         | 41.5%     |
| Teachers By Ethnicity and Sex:                           |                |                  |                 |               |           |
| African American   | 2.9            | 10.0%            | 4.1%            | 11.6%         | 9.1%      |
| Hispanic   | 2.0            | 6.9%             | 4.9%            | 7.8%          | 20.1%     |
| White  | 23.9           | 82.6%            | 90.4%           | 79.4%         | 69.4%     |
| Native American  | 0.0            | 0.0%             | 0.1%            | 0.0%          | 0.3%      |
| Asian/Pacific Islander                                   | 0.1            | 0.5%             | 0.4%            | 1.2%          | 1.1%      |
| Males  | 17.8           | 61.5%            | 29.8%           | 50.3%         | 22.9%     |
| Females  | 11.1           | 38.5%            | 70.2%           | 49.7%         | 77.1%     |
| Teachers by Years of Experience:                         |                |                  |                 |               |           |
| Beginning Teachers                                       | 10.5           | 36.4%            | 8.7%            | 33.7%         | 7.5%      |
| 1-5 Years Experience                                     | 16.3           | 56.2%            | 23.3%           | 54.2%         | 29.0%     |
| 6-10 Years Experience                                    | 1.1            | 4.0%             | 18.8%           | 8.1%          | 19.4%     |
| 11-20 Years Experience                                   | 1.0            | 3.5%             | 27.7%           | 3.9%          | 24.2%     |
| Over 20 Years Experience                                 | 0.0            | 0.0%             | 21.5%           | 0.0%          | 19.9%     |
|  |                |                  | Campus          |               |           |
|  |                | Campus           | Group           | District      | State     |
| Average Years Experience of Teachers:                    |                | 2.2 yrs.         |                 | yrs. 2.4 yrs. | 11.5 yrs. |
| Average Years Experience of Teachers v                   | vith District: | 1.6 yrs.         | 7.5             | yrs. 1.3 yrs. | 7.6 yrs.  |
| Average Teacher Salary by Years of Exp                   | perience:      |                  |                 |               |           |
| (regular duties only)                                    |                |                  |                 |               |           |
| Beginning Teachers                                       |                | \$32,370         | \$29,507        | \$32,163      | \$34,505  |
| 1-5 Years Experience                                     |                | \$38,322         | \$30,871        | \$36,938      | \$36,567  |
| 6-10 Years Experience                                    |                | \$39,418         | \$34,605        | \$33,547      | \$39,008  |
| 11-20 Years Experience                                   |                | \$32,000         | \$40,242        | \$31,350      | \$43,978  |
| Over 20 Years Experience                                 |                | -                | \$45,276        | -             | \$51,998  |
| Average Actual Salaries (regular dutie                   | es only):      |                  |                 |               |           |
| Teachers   |                | <b>\$35,984</b>  | \$37,146        | \$34,833      | \$41,744  |
|  |                | \$24,507         | \$42,723        | \$28,124      | \$50,029  |
| Professional Support                                     |                | 724,307          | 7,,             |               |           |
| Professional Support<br>Campus Administration (School Le | eadership)     | \$57,444         | \$54,933        | \$56,843      | \$62,704  |

### TEXAS EDUCATION AGENCY Academic Excellence Indicator System

2005-06 Campus Profile

Campus Name: HARMONY SCIENCE ACADEMY Campus #: 101846001

District Name: HARMONY SCIENCE ACADEMY

Grade Span: 06 - 12 School Type: Both Elem/Sec

Section II - Page 4

Total Students: 396

| ACTUAL OPERATING EXPENDITURE INFORMATION |                 |         | C              | ampus        |         |                 | Camp         | ous Group |                |
|--|-----------------|---------|----------------|--------------|---------|-----------------|--------------|-----------|----------------|
|  | General<br>Fund | Percent | Per<br>Student | All<br>Funds | Percent | Per<br>Student  | All<br>Funds | Percent   | Per<br>Student |
| By Function:                             |                 |         |                |              |         |                 |              |           |                |
| Total Operating Expenditures             | \$1,116,679     | 100.0%  | \$2,931        | \$1,427,457  | 100.0%  | <b>\$3,747</b>  | \$93,195,262 | 100.0%    | \$6,989        |
| Instruction (11,95)                      | \$1,052,631     | 94.3%   | \$2,763        | \$1,353,508  | 94.8%   | <b>\$3,</b> 553 | \$64,810,777 | 69.5%     | \$4,861        |
| Instructional-Related Services (12,13)   | \$3,530         | 0.3%    | \$9            | \$12,931     | 0.9%    | \$34            | \$2,372,849  | 2.5%      | \$178          |
| Instructional Leadership (21)            | \$0             | 0.0%    | \$0            | \$0          | 0.0%    | \$0             | \$544,819    | 0.6%      | \$41           |
| School Leadership (23)                   | \$19,577        | 1.8%    | \$51           | \$19,577     | 1.4%    | \$51            | \$6,224,593  | 6.7%      | \$467          |
| Support Services-Student (31,32,33)      | \$25,321        | 2.3%    | \$66           | \$25,821     | 1.8%    | \$68            | \$3,164,282  | 3.4%      | \$237          |
| Other Campus Costs (35,36,51,52,53)      | \$15,620        | 1.4%    | \$41           | \$15,620     | 1.1%    | \$41            | \$16,077,942 | 17.3%     | \$1,206        |
| By Program:                              |                 |         |                |              |         |                 |              |           |                |
| Total Operating Expenditures             | \$1,054,116     | 100.0%  | \$2,767        | \$1,357,872  | 100.0%  | \$3,564         | \$76,606,961 | 100.0%    | \$5,745        |
| Bilingual/ESL Education (25)             | \$19,178        | 1.8%    | \$50           | \$19,220     | 1.4%    | \$50            | \$538,809    | 0.7%      | \$40           |
| Career & Technology Education (22)       | \$53,191        | 5.0%    | \$140          | \$73,249     | 5.4%    | \$192           | \$6,142,443  | 8.0%      | \$461          |
| Accelerated Education (24,30)            | \$95,103        | 9.0%    | \$250          | \$271,438    | 20.0%   | \$712           | \$11,887,877 | 15.5%     | \$892          |
| Gifted & Talented Education (21)         | \$50,009        | 4.7%    | \$131          | \$51,088     | 3.8%    | \$134           | \$391,873    | 0.5%      | \$29           |
| Regular Education (11)                   | \$794,822       | 75.4%   | \$2,086        | \$842,238    | 62.0%   | \$2,211         | \$47,546,117 | 62.1%     | \$3,566        |
| Special Education (23)                   | \$41,813        | 4.0%    | \$110          | \$100,639    | 7.4%    | \$264           | \$9,953,839  | 13.0%     | \$747          |
| Other (26,28,29)                         | \$0             | 0.0%    | \$0            | \$0          | 0.0%    | \$0             | \$146,003    | 0.2%      | \$11           |
| PROGRAM INFORMATION                      |                 | -Campus | 1              | Camp         | ous     |                 |              |           |                |
|  | Count           | -       | cent           | Grou         |         | istrict         | Stat         | :e        |                |
| Student Enrollment by Program:           |                 |         |                | <del></del>  | -       |                 |              |           |                |
| Bilingual/ESL Education                  | 27              | 6       | .8%            | 5.8          | 1%      | 4.9%            | 14.6         | 5%        |                |
| Career & Technology Education            | 91              |         | .0%            | 34.4         | -       | 12.3%           | 20.3         |           |                |
| Gifted & Talented Education              | 237             | -       | .8%            | 7.3          | -       | 47.0%           | 7.0          |           |                |
| Special Education                        | 21              |         | .3%            | 14.5         | -       | 3.5%            | 11.1         |           |                |
| Teachers by Program (population served): |                 |         |                |              |         |                 |              |           |                |
| Bilingual/ESL Education                  | 0.9             | 3       | .2%            | 1.4          | :8      | 1.8%            | 8.8          | 3%        |                |
| Career & Technology Education            | 0.8             |         | .9%            | 8.8          | 18      | 1.6%            | 4.0          | )%        |                |
| Compensatory Education                   | 0.0             |         | .0%            | 2.5          |         | 0.0%            | 3.2          |           |                |
| Gifted & Talented Education              | 9.1             |         | .4%            | 1.8          |         | 31.4%           | 2.2          |           |                |
| Regular Education                        | 17.3            | 59      | .9%            | 73.6         | i%      | 61.7%           | 68.9         | 9%        |                |
| Special Education                        | 0.7             | 2       | .6%            | 10.0         | 18      | 3.4%            | 10.4         | 1%        |                |
| Other                                    | 0.0             | 0       | .0%            | 1.9          |         | 0.0%            | 2.5          |           |                |

<sup>&#</sup>x27;?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

<sup>&#</sup>x27;-' indicates zero observations reported for this group.

<sup>&#</sup>x27;n/a' indicates data reporting is not applicable for this group.

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# 2005-06 Academic Excellence Indicator System

District Name: HARMONY SCIENCE ACADEMY

Campus Name: HARMONY SCIENCE ACADEMY -DALLAS

Campus #: 101846041

2006 Accountability Rating: Exemplary

Gold Performance Acknowledgments:

Attendance (2004-05)

Commended on Reading/ELA

Commended on Writing

Commended on Social Studies

This is a Charter School.

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### TEXAS EDUCATION AGENCY Academic Excellence Indicator System

2005-06 Campus Performance

Section I - Page 1 Total Students: 342 Grade Span: 06 - 09 School Type: Middle

| Indicator:                     |          | State | District | Campus<br>Group | Campus | African<br>American | Hispanic | White | Native<br>American | Asian/<br>Pacific | Is | Male | Female | Special<br>Ed | Econ<br>Disad | LEP |
|--------------------------------|----------|-------|----------|-----------------|--------|---------------------|----------|-------|--------------------|-------------------|----|------|--------|---------------|---------------|-----|
| TAKS Met 2006<br>Grade 6 (Engl |          | l     |          |                 |        |                     |          |       |                    |                   |    |      |        |               |               |     |
| Reading                        | 2006     | 92%   | > 99%    | 92%             | > 99%  | > 99%               | > 99%    | > 99% | *                  | *                 | >  | 99%  | > 99%  | *             | > 99%         | *   |
|                                | 2005     | 86%   | 95%      | 84%             | 95%    | 94%                 | 95%      | > 99% | *                  | *                 |    | 95%  | 96%    | *             | 93%           | *   |
| Mathematics                    | 2006     | 81%   | 99%      | 77%             | 97%    | > 99%               | 96%      | > 99% | *                  | *                 | >  | 99%  | 95%    | *             | > 99%         | *   |
|                                | 2005     | 73%   | 90%      | 69%             | 86%    | 81%                 | 93%      | 55%   | *                  | *                 |    | 84%  | 88%    | *             | 87%           | *   |
| All Tests                      | 2006     | 78%   | 99%      | 75%             | 97%    | > 99%               | 96%      | > 99% | *                  | *                 | >  | 99%  | 95%    | *             | > 99%         | *   |
| 1111 10000                     | 2005     | 69%   | 88%      | 64%             | 84%    | 81%                 | 89%      | 55%   | *                  | *                 |    | 79%  | 88%    | *             | 83%           | *   |
| TAKS Met 2006<br>Grade 7       | Standard | l     |          |                 |        |                     |          |       |                    |                   |    |      |        |               |               |     |
| Reading                        | 2006     | 80%   | 96%      | 77%             | 95%    | > 99%               | 94%      | > 99% | *                  | *                 |    | 93%  | 98%    | *             | 94%           | *   |
| _                              | 2005     | 81%   | 96%      | 82%             | 98%    | > 99%               | 97%      | > 99% | *                  | *                 | >  | 99%  | 96%    | *             | *             | *   |
| Mathematics                    | 2006     | 71%   | 94%      | 67%             | 94%    | > 99%               | 91%      | > 99% | *                  | *                 |    | 93%  | 94%    | *             | 92%           | *   |
|                                | 2005     | 65%   | 91%      | 63%             | 92%    | 91%                 | 90%      | > 99% | *                  | *                 |    | 97%  | 88%    | *             | *             | *   |
| Writing                        | 2006     | 91%   | 98%      | 92%             | 96%    | > 99%               | 95%      | > 99% | *                  | *                 |    | 93%  | > 99%  | *             | 94%           | *   |
| W1101119                       | 2005     | 89%   | 99%      | 90%             | 98%    | > 99%               | 96%      | > 99% | *                  | *                 |    | 99%  | 96%    | *             | *             | *   |
| All Tests                      | 2006     | 65%   | 91%      | 59%             | 89%    | > 99%               | 85%      | > 99% | *                  | *                 |    | 86%  | 92%    | *             | 86%           | *   |
| AII Tests                      | 2005     | 60%   | 88%      | 58%             | 90%    | 91%                 | 88%      | > 99% | *                  | *                 |    | 97%  | 86%    | *             | *             | *   |
| TAKS Met 2006<br>Grade 8       | Standard | l     |          |                 |        |                     |          |       |                    |                   |    |      |        |               |               |     |
| Reading                        | 2006     | 84%   | 96%      | 83%             | 95%    | > 99%               | 93%      | > 99% | *                  | *                 |    | 97%  | 94%    | *             | 93%           | *   |
|                                | 2005     | 84%   | 97%      | 83%             | 97%    | > 99%               | 90%      | *     | *                  | *                 |    | 93%  | > 99%  | *             | 94%           | *   |
| Mathematics                    | 2006     | 68%   | 92%      | 65%             | 94%    | > 99%               | 92%      | > 99% | *                  | *                 |    | 95%  | 94%    | *             | 93%           | *   |
|                                | 2005     | 62%   | 89%      | 60%             | 93%    | > 99%               | 80%      | *     | *                  | *                 |    | 93%  | 93%    | *             | 88%           | *   |
| * Science                      | 2006     | 72%   | 87%      | 68%             | 84%    | 92%                 | 80%      | > 99% | *                  | *                 | >  | 99%  | 70%    | *             | 83%           | *   |
| Soc Studies                    | 2006     | 84%   | 98%      | 81%             | 95%    | > 99%               | 93%      | > 99% | *                  | *                 | >  | 99%  | 91%    | *             | 95%           | *   |
|                                | 2005     | 85%   | 98%      | 85%             | 97%    | > 99%               | 90%      | *     | *                  | *                 |    | 93%  | > 99%  | *             | 94%           | *   |
| * All Tests                    | 2006     | 58%   | 80%      | 52%             | 78%    | 92%                 | 72%      | > 99% | *                  | *                 |    | 92%  | 66%    | *             | 75%           | *   |
|                                | 2005     | 58%   | 89%      | 56%             | 93%    | > 99%               | 80%      | *     | *                  | *                 |    | 93%  | 93%    | *             | 88%           | *   |

<sup>\*</sup> Grade 8 Science (tested at 2 SEM below Panel Recommended value) is included in All Tests for 2006.

District Name: HARMONY SCIENCE ACADEMY

Campus #: 101846041

Campus Name: HARMONY SCIENCE ACADEMY -D

#### TEXAS EDUCATION AGENCY Academic Excellence Indicator System 2005-06 Campus Performance

Section I - Page 2 Total Students: 342 Grade Span: 06 - 09 School Type: Middle

Campus Name: HARMONY SCIENCE ACADEMY -D Campus #: 101846041

District Name: HARMONY SCIENCE ACADEMY

| Indicator:                     |                     | State      | District        | Campus<br>Group | Campus           | African<br>American | Hispanic         | White          | Native<br>American | Asian/<br>Pacific Is | Male         | Female          | Special<br>Ed | Econ<br>Disad | LEP |
|--------------------------------|---------------------|------------|-----------------|-----------------|------------------|---------------------|------------------|----------------|--------------------|----------------------|--------------|-----------------|---------------|---------------|-----|
| TAKS Met 2006<br>Grade 9       | Standard            | i          |                 |                 |                  |                     |                  |                |                    |                      |              |                 |               |               |     |
| Reading                        | 2006<br>2005        | 88%<br>83% | > 99%<br>> 99%  | *               | > 99%<br>*       | > 99%<br>*          | > 99%<br>*       | > 99%<br>*     | *                  | * ;                  | > 99%<br>*   | > 99%<br>*      | *             | > 99%<br>*    | *   |
| Mathematics                    | 2006<br>2005        | 58%<br>58% | 96%<br>95%      | *               | > 99%<br>*       | > 99%<br>*          | > 99%<br>*       | > 99%          | *                  | * ;                  | > 99%<br>*   | > 99%<br>*      | *             | > 99%<br>*    | *   |
| All Tests                      | 2006<br>2005        | 57%<br>56% | 96%<br>95%      | *               | > 99%<br>*       | > 99%<br>*          | > 99%<br>*       | > 99%          | *                  | * ;                  | > 99%<br>*   | > 99%<br>*      | *             | > 99%<br>*    | *   |
| TAKS Met 2006<br>(Standard Acc |                     |            |                 | s Teste         | d, EXCLUI        | ING grade           | 8 Science        | e)             |                    |                      |              |                 |               |               |     |
| Reading/ELA                    | 2006<br>2005        | 87%<br>83% | 97%<br>95%      | 84%<br>83%      | 97%<br>96%       | > 99%<br>98%        | 96%<br>95%       | > 99%<br>> 99% | *                  | > 99%<br>> 99%       | 96%<br>97%   | 97%<br>96%      | *             | 96%<br>93%    | *   |
| Mathematics                    | 2006<br>2005        | 75%<br>71% | 94%<br>91%      | 71%<br>65%      | 95%<br>89%       | > 99%<br>90%        | 93%<br>90%       | > 99%<br>80%   | *                  | > 99%<br>> 99%       | 96%<br>91%   | 95%<br>88%      | *             | 95%<br>87%    | *   |
| Writing                        | 2006<br>2005        | 91%<br>90% | 98%<br>99%      | 92%<br>90%      | 96%<br>98%       | > 99%<br>> 99%      | 95%<br>96%       | > 99%<br>> 99% | *                  | *                    | 93%<br>> 99% | > 99%<br>96%    | *             | 94%<br>*      | *   |
| Soc Studies                    | 2006<br>2005        | 87%<br>87% | 98%<br>98%      | 81%<br>85%      | 95%<br>97%       | > 99%<br>> 99%      | 93%<br>90%       | > 99%<br>*     | *                  | * ;                  | > 99%<br>93% | 91%<br>> 99%    | *             | 95%<br>94%    | *   |
| All Tests                      | 2006<br>2005        | 67%<br>62% | 92%<br>87%      | 64%<br>61%      | 92%<br>88%       | > 99%<br>90%        | 88%<br>88%       | > 99%<br>80%   | *                  | > 99%<br>> 99%       | 92%<br>89%   | 92%<br>87%      | *             | 91%<br>84%    | *   |
| TAKS Met 2006<br>(2008 Preview |                     |            |                 | s Teste         | d, INCLUI        | ING grade           | 8 Science        | e)             |                    |                      |              |                 |               |               |     |
| Science<br>All Tests           | 2006<br>2006        | 66%<br>65% | 78%<br>87%      | 46%<br>55%      | 81%<br>88%       | 92%<br>98%          | 77%<br>84%       | > 99%<br>> 99% | *                  | *<br>> 99%           | 97%<br>92%   | 68%<br>85%      | *             | 81%<br>87%    | *   |
| TAKS Commende                  | d Perform           | nance (Si  | um of All G     | rades T         | ested, EX        | CLUDING g           | rade 8 Sc        | ience)         |                    |                      |              |                 |               |               |     |
| Reading/ELA                    | 2006<br>2005        | 27%<br>25% | 28%<br>28%      | 25%<br>28%      | 26%<br>29%       | 27%<br>35%          | 24%<br>22%       | 33%<br>56%     | *                  | 50%<br>50%           | 24%<br>28%   | 28%<br>31%      | *             | 23%<br>26%    | *   |
| Mathematics                    | 2006<br>2005        | 23%<br>20% | 15%<br>12%      | 13%<br>13%      | 13%<br>14%       | 8%<br>10%           | 14%<br>14%       | 13%<br>12%     | *                  | 20%<br>33%           | 13%<br>17%   | 13%<br>11%      | *             | 12%<br>14%    | *   |
| Writing                        | 2006<br>2005        | 30%<br>26% | 35%<br>27%      | 32%<br>23%      | 36%<br>25%       | 43%<br>9%           | 31%<br>23%       | 44%<br>50%     | *                  | *                    | 23%<br>26%   | 49%<br>24%      | *             | 31%<br>*      | *   |
| Soc Studies                    | 2006<br>2005        | 30%<br>26% | 40%<br>38%      | 21%<br>19%      | 31%<br>38%       | 38%<br>38%          | 33%<br>30%       | < 1%<br>*      | *                  | *                    | 43%<br>47%   | 21%<br>29%      | *             | 32%<br>25%    | *   |
| All Tests                      | <b>2006</b><br>2005 | 11%<br>10% | <b>8%</b><br>7% | <b>8%</b><br>8% | <b>6</b> %<br>8% | <b>2</b> %<br>8%    | <b>6</b> %<br>8% | 10%<br>8%      | *                  | 10%<br>17%           | 5%<br>8%     | <b>6%</b><br>8% | *             | 5%<br>9%      | *   |

# T E X A S E D U C A T I O N A G E N C Y Academic Excellence Indicator System 2005-06 Campus Performance

Section I - Page 3 Total Students: 342 Grade Span: 06 - 09 School Type: Middle

Campus #: 101846041

District Name: HARMONY SCIENCE ACADEMY

Campus Name: HARMONY SCIENCE ACADEMY -D

| Indicator:   |                     | State             | District     | Campus<br>Group   | Campus       | African<br>American | Hispanic     | White | Native<br>American | Asian/<br>Pacific Is | Male | Female       | Special<br>Ed | Econ<br>Disad | LEP |
|--|---------------------|-------------------|--------------|-------------------|--------------|---------------------|--------------|-------|--------------------|----------------------|------|--------------|---------------|---------------|-----|
| SDAA II Examin<br>Met ARD Expect<br>(Standard Acco | ations              |                   |              | -                 |              |                     |              |       |                    |                      |      |              |               |               |     |
| 2006<br>2005                                       |                     | 84%<br>79%        | 90%<br>93%   | 77%<br>81%        | > 99%<br>88% | *                   | > 99%<br>83% | *     | *                  | *                    | *    | > 99%<br>88% | > 99%<br>88%  | *             | *   |
| SDAA II Examin<br>Met ARD Expect                   | -                   | of All            | Grades Tes   | sted)             |              |                     |              |       |                    |                      |      |              |               |               |     |
| Reading/ELA  | 2006<br>2005        | 87%<br>82%        | 92%<br>> 99% | 81%<br>87%        | *            | *                   | *            | *     | *                  | *                    | *    | *            | *             | *             | *   |
| Mathematics  | 2006<br>2005        | 86%<br>80%        | 85%<br>> 99% | 80%<br>84%        | *            | *                   | *            | *     | *                  | *                    | *    | *            | *             | *             | *   |
| Writing  | 2006<br>2005        | 68%<br>65%        | *<br>75%     | 57%<br>64%        | *            | *                   | *            | *     | *                  | *                    | *    | *            | *             | *             | *   |
| All Tests  | <b>2006</b><br>2005 | <b>74%</b><br>68% | 77%<br>86%   | <b>62%</b><br>68% | *            | *                   | *            | *     | *                  | *                    | *    | *            | *             | *             | *   |

# TEXAS EDUCATION AGENCY Academic Excellence Indicator System 2005-06 Campus Performance

Section I - Page 4
Total Students: 342
Grade Span: 06 - 09
School Type: Middle

Campus Name: HARMONY SCIENCE ACADEMY -D Campus #: 101846041

District Name: HARMONY SCIENCE ACADEMY

| Indicator:          | State        | District   | Campus<br>Group | Campus | African<br>American | Hispanic | White  | Native<br>American | Asian/ | Is Male | Female | Special<br>Ed | Econ<br>Disad | LEP   |
|---------------------|--------------|------------|-----------------|--------|---------------------|----------|--------|--------------------|--------|---------|--------|---------------|---------------|-------|
| 2006 TAKS/SDAA II/T | 'AKS-I Part: | icipation  | (Grades :       | 3-11)  |                     |          |        |                    |        |         |        |               |               |       |
| Tested              | 97.1%        | 95.9%      | 97.9%           | 98.4%  | 98.0%               | 98.1%    | 100.0% | *                  | 100.0% | 98.6%   | 98.2%  | *             | 97.5%         | 44.4% |
| By Assessment       |              |            |                 |        |                     |          |        |                    |        |         |        |               |               |       |
| TAKS (1 or more)    | 90.7%        | 94.3%      | 88.4%           | 97.4%  | 98.0%               | 96.8%    | 100.0% | *                  | 100.0% | 98.6%   | 96.4%  | *             | 97.0%         | 44.4% |
| Not on TAKS         | 6.4%         | 1.7%       | 8.4%            | 1.0%   | 0.0%                | 1.4%     | 0.0%   | *                  | 0.0%   | 0.0%    | 1.8%   | *             | 0.5%          | 0.0%  |
| TAKS-I Only         | 0.1%         | 0.0%       | 0.0%            | 0.0%   | 0.0%                | 0.0%     | 0.0%   | *                  | 0.0%   | 0.0%    | 0.0%   | *             | 0.0%          | 0.0%  |
| SDAA II Only        | 5.4%         | 1.7%       | 7.2%            | 1.0%   | 0.0%                | 1.4%     | 0.0%   | *                  | 0.0%   | 0.0%    | 1.8%   | *             | 0.5%          | 0.0%  |
| TAKS-I/SDAA II O    | nly 0.8%     | 0.0%       | 0.8%            | 0.0%   | 0.0%                | 0.0%     | 0.0%   | *                  | 0.0%   | 0.0%    | 0.0%   | *             | 0.0%          | 0.0%  |
| By Acct Status      |              |            |                 |        |                     |          |        |                    |        |         |        |               |               |       |
| Acct System         | 90.5%        | 94.6%      | 89.9%           | 96.1%  | 96.1%               | 96.3%    | 96.8%  | *                  | 90.9%  | 97.2%   | 95.2%  | *             | 95.5%         | 44.4% |
| Non-Acct System     | 6.5%         | 1.4%       | 7.5%            | 2.3%   | 2.0%                | 1.9%     | 3.2%   | *                  | 9.1%   | 1.4%    | 3.0%   | *             | 2.0%          | 0.0%  |
| Mobile              | 5.6%         | 1.4%       | 6.9%            | 2.3%   | 2.0%                | 1.9%     | 3.2%   | *                  | 9.1%   | 1.4%    | 3.0%   | *             | 2.0%          | 0.0%  |
| Non-Acct Test       | 0.2%         | 0.0%       | 0.0%            | 0.0%   | 0.0%                | 0.0%     | 0.0%   | *                  | 0.0%   | 0.0%    | 0.0%   | *             | 0.0%          | 0.0%  |
| Katrina/Rita        | 0.8%         | 0.0%       | 0.4%            | 0.0%   | 0.0%                | 0.0%     | 0.0%   | *                  | 0.0%   | 0.0%    | 0.0%   | *             | 0.0%          | 0.0%  |
| Not Tested          | 2.9%         | 4.1%       | 2.1%            | 1.6%   | 2.0%                | 1.9%     | 0.0%   | *                  | 0.0%   | 1.4%    | 1.8%   | *             | 2.5%          | 55.6% |
| Absent              | 0.2%         | 0.2%       | -               | 0.0%   | 0.0%                | 0.0%     | 0.0%   | *                  | 0.0%   | 0.0%    | 0.0%   | *             | 0.0%          | 0.0%  |
| ARD Exempt          | 0.7%         | 0.2%       | 0.2%            | 0.0%   | 0.0%                | 0.0%     | 0.0%   | *                  | 0.0%   | 0.0%    | 0.0%   | *             | 0.0%          | 0.0%  |
| LEP Exempt          | 1.0%         | 3.6%       | 0.9%            | 1.6%   | 2.0%                | 1.9%     | 0.0%   | *                  | 0.0%   | 1.4%    | 1.8%   | *             | 2.5%          | 55.6% |
| Other               | 1.0%         | 0.2%       | 0.3%            | 0.0%   | 0.0%                | 0.0%     | 0.0%   | *                  | 0.0%   | 0.0%    | 0.0%   | *             | 0.0%          | 0.0%  |
| Katrina/Rita        | 0.0%         | 0.0%       | 0.0%            | 0.0%   | 0.0%                | 0.0%     | 0.0%   | *                  | 0.0%   | 0.0%    | 0.0%   | *             | 0.0%          | 0.0%  |
| Total Count         | 3,001,657    | 663        | 830             | 311    | 51                  | 216      | 31     | 2                  | 11     | 145     | 166    | 4             | 200           | 9     |
| 2005 TAKS/SDAA II P | articipatio  | on (Grades | 3-11)           |        |                     |          |        |                    |        |         |        |               |               |       |
| Tested              | 97.0%        | 97.0%      | 98.1%           | 98.5%  | 97.6%               | 99.2%    | 96.4%  | *                  | 100.0% | 96.7%   | 100.0% | 100.0%        | 98.6%         | 60.0% |
| By Assessment       |              |            |                 |        |                     |          |        |                    |        |         |        |               |               |       |
| TAKS (1 or more)    | 90.8%        | 95.0%      | 88.4%           | 97.6%  | 95.2%               | 98.4%    | 96.4%  | *                  | 100.0% | 96.7%   | 98.2%  | 60.0%         | 97.2%         | 60.0% |
| SDAA II Only        | 6.2%         | 2.0%       | 9.1%            | 1.0%   | 2.4%                | 0.8%     | 0.0%   | *                  | 0.0%   | 0.0%    | 1.8%   | 40.0%         | 1.4%          | 0.0%  |
| <del>-</del>        |              |            |                 |        |                     |          |        |                    |        |         | _,,,   |               | _,_,          |       |
| By Mobility Status  |              |            |                 |        |                     |          |        | _                  |        |         |        |               |               |       |
| Acct Subset         | 91.3%        | 95.3%      | 92.2%           | 97.6%  | 97.6%               | 99.2%    | 89.3%  | *                  | 100.0% | 95.6%   | 99.1%  | 100.0%        | 98.6%         | 60.0% |
| Mobile Subset       | 5.7%         | 1.6%       | 5.6%            | 1.0%   | 0.0%                | 0.0%     | 7.1%   | *                  | 0.0%   | 1.1%    | 0.9%   | 0.0%          | 0.0%          | 0.0%  |
| Not Tested          | 3.0%         | 3.0%       | 2.0%            | 1.5%   | 2.4%                | 0.8%     | 3.6%   | *                  | 0.0%   | 3.3%    | 0.0%   | 0.0%          | 1.4%          | 40.0% |
| Absent              | 0.2%         | 0.2%       | 0.1%            | 0.5%   | 0.0%                | 0.0%     | 3.6%   | *                  | 0.0%   | 1.1%    | 0.0%   | 0.0%          | 1.4%          | 0.0%  |
| ARD Exempt          | 0.8%         | 0.9%       | 0.3%            | 0.0%   | 0.0%                | 0.0%     | 0.0%   | *                  | 0.0%   | 0.0%    | 0.0%   | 0.0%          | 0.0%          | 0.0%  |
| LEP Exempt          | 1.0%         | 1.8%       | 0.5%            | 1.0%   | 2.4%                | 0.8%     | 0.0%   | *                  | 0.0%   | 2.2%    | 0.0%   | 0.0%          | 0.0%          | 40.0% |
| Other               | 1.0%         | 0.2%       | 0.4%            | 0.0%   | 0.0%                | 0.0%     | 0.0%   | *                  | 0.0%   | 0.0%    | 0.0%   | 0.0%          | 0.0%          | 0.0%  |
| Total Count         | 2,931,773    | 559        | 527             | 205    | 42                  | 127      | 28     | 2                  | 6      | 91      | 114    | 5             | 72            | 5     |

### TEXAS EDUCATION AGENCY Academic Excellence Indicator System

2005-06 Campus Performance

Section I - Page 5 Total Students: 342 Grade Span: 06 - 09 School Type: Middle

| Indicator:                           |              | State          | District       | Campus<br>Group | Campus       | African<br>American | Hispanic     | White      | Native<br>American | Asian/<br>Pacific Is | s Male       | Female       | Special<br>Ed | Econ<br>Disad | LEP  |
|--------------------------------------|--------------|----------------|----------------|-----------------|--------------|---------------------|--------------|------------|--------------------|----------------------|--------------|--------------|---------------|---------------|------|
| Progress of Pr                       | ior Yea      | r TAKS Fa      | ailers (Sum    | of Grad         | des 4-11)    | 1                   |              |            |                    |                      |              |              |               |               |      |
| Percent of Fa                        | ilers P      | assing TA      | AKS            |                 |              |                     |              |            |                    |                      |              |              |               |               |      |
| Reading/ELA                          | 2006<br>2005 | 51%<br>45%     | 81%<br>67%     | 39%<br>43%      | 57%<br>59%   | *                   | 50%<br>57%   | *          | *                  | *                    | *<br>63%     | *<br>56%     | *             | 40%<br>58%    | *    |
| Mathematics                          | 2006<br>2005 | 32%<br>25%     | 89%<br>71%     | 29%<br>18%      | 87%<br>65%   | *<br>50%            | 78%<br>76%   | *          | *                  | *                    | 88%<br>67%   | 86%<br>64%   | *             | 88%<br>75%    | *    |
| Average TGI G                        | rowth        |                |                |                 |              |                     |              |            |                    |                      |              |              |               |               |      |
| Reading/ELA                          | 2006<br>2005 | 0.56<br>0.53   | 0.73<br>0.90   | 0.36<br>0.47    | 0.51<br>0.80 | *                   | 0.45<br>0.72 | *          | *                  | *                    | 0.33<br>0.66 | 0.68<br>0.93 | *             | 0.31<br>0.77  | *    |
| Mathematics                          | 2006<br>2005 | 0.34<br>0.38   | 1.07<br>0.95   | 0.36<br>0.35    | 1.18<br>0.91 | *<br>1.15           | 1.03<br>0.83 | *          | *                  | *                    | 1.18<br>0.85 | 1.18<br>0.97 | *             | 1.08<br>0.99  | *    |
| English Langua                       | ge Lear      | ners Prog      | gress Measu    | ıre             |              |                     |              |            |                    |                      |              |              |               |               |      |
| 2005-06                              |              | 66%            | 98%            | 65%             | 100%         | *                   | 100%         | *          | *                  | *                    | 100%         | 100%         | *             | 100%          | 100% |
| Attendance Rat<br>2004-05<br>2003-04 | :e           | 95.7%<br>95.7% | 97.0%<br>96.4% | 95.7%<br>95.8%  | 96.6%<br>-   | 96.6%<br>-          | 97.4%<br>-   | 92.8%<br>- | *<br>-             | 98.7%<br>-           | 96.7%<br>-   | 96.4%<br>-   | *<br>-        | 96.7%<br>-    | *    |
| Annual Dropout                       |              |                |                |                 |              |                     |              |            |                    |                      |              |              |               |               |      |
| (Standard Acco                       | untabil      | ity Indic      | cator)<br>0.0% | 0.1%            | 0.0%         | 0.0%                | 0.0%         | 0.0%       | *                  | *                    | 0.0%         | 0.0%         | *             | 0.0%          | *    |
| 2004-05                              |              | 0.2%           | 0.0%           | 0.0%            | -            | -                   | -            | -          | -                  | <u>-</u>             | -            | -            | -             | -             | _    |
| Annual Dropout<br>(AEA Indicator     |              | Gr 7-12)       |                |                 |              |                     |              |            |                    |                      |              |              |               |               |      |
| 2004-05                              |              | 0.9%           | 0.0%           | 0.1%            | 0.0%         | 0.0%                | 0.0%         | 0.0%       | *                  | *                    | 0.0%         | 0.0%         | *             | 0.0%          | *    |
| 2003-04                              |              | 0.9%           | 0.0%           | 0.0%            | -            | -                   | -            | -          | -                  | -                    | -            | -            | -             | -             | -    |

District Name: HARMONY SCIENCE ACADEMY

Campus #: 101846041

Campus Name: HARMONY SCIENCE ACADEMY -D

<sup>&#</sup>x27;?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

<sup>&#</sup>x27;\*' indicates results are masked due to small numbers to protect student confidentiality.

<sup>&#</sup>x27;-' indicates zero observations reported for this group.

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<sup>&#</sup>x27;n/a' indicates data reporting is not applicable for this group.

#### TEXAS EDUCATION AGENCY Academic Excellence Indicator System 2005-06 Campus Profile

Section II - Page 1

Grade Span: 06 - 09

School Type: Middle

2.2%

1.6%

2.5%

3.0%

0.0%

0.0%

0.0%

342

Total Students:

Campus Name: HARMONY SCIENCE ACADEMY -D Campus #: 101846041

Grade 5

Grade 6

Grade 7

Grade 8

District Name: HARMONY SCIENCE ACADEMY

|  | Ca     | ampus  | -1          | Campus |        |         |              |       |
|--|--------|--------|-------------|--------|--------|---------|--------------|-------|
|  | Count  | Percen | •           | Group  |        | istrict | s            | tate  |
| Total Students:                              | 342    | 100.0% | ;           | 31,531 |        | 738     | 4,505        | ,572  |
| Students By Grade: Early Childhood Education | 0      | 0.0%   | ;           | 0.0%   |        | 0.0%    | 1            | 0.3%  |
| Pre-Kindergarten                             | 0      | 0.0%   | ;           | 0.0%   |        | 0.0%    |              | 4.0%  |
| Kindergarten                                 | 0      | 0.0%   | ;           | 0.0%   |        | 0.0%    | 1            | 7.8%  |
| Grade 1                                      | 0      | 0.0%   | ;           | 0.0%   |        | 0.0%    |              | 8.0%  |
| Grade 2                                      | 0      | 0.0%   | ;           | 0.0%   |        | 0.0%    | 1            | 7.6%  |
| Grade 3                                      | 0      | 0.0%   | ;           | 0.0%   |        | 0.0%    | 1            | 7.6%  |
| Grade 4                                      | 0      | 0.0%   | ;           | 0.0%   |        | 0.0%    |              | 7.3%  |
| Grade 5                                      | 0      | 0.0%   | ;           | 3.7%   |        | 0.0%    | 1            | 7.5%  |
| Grade 6                                      | 80     | 23.4%  | ;           | 27.6%  |        | 22.2%   | 1            | 7.2%  |
| Grade 7                                      | 124    | 36.3%  | ;           | 33.6%  |        | 27.1%   |              | 7.5%  |
| Grade 8                                      | 94     | 27.5%  | ;           | 32.9%  |        | 24.0%   | 1            | 7.4%  |
| Grade 9                                      | 44     | 12.9%  | ;           | 2.2%   |        | 12.3%   |              | 8.7%  |
| Grade 10                                     | 0      | 0.0%   | ;           | 0.0%   |        | 6.0%    |              | 7.2%  |
| Grade 11                                     | 0      | 0.0%   | ;           | 0.0%   |        | 3.8%    |              | 6.2%  |
| Grade 12                                     | 0      | 0.0%   | ;           | 0.0%   |        | 4.6%    |              | 5.7%  |
| Ethnic Distribution: African American        | 62     | 18.1%  | ;           | 10.3%  |        | 29.3%   | 1            | 4.7%  |
| Hispanic                                     | 231    | 67.5%  | i           | 68.6%  |        | 50.1%   | 4.           | 5.3%  |
| White  | 37     | 10.8%  |             | 19.3%  |        | 14.5%   |              | 6.5%  |
| Native American                              | 2      | 0.6%   | ;           | 0.3%   |        | 0.5%    |              | 0.3%  |
| Asian/Pac. Islander                          | 10     | 2.9%   | ;           | 1.5%   |        | 5.6%    |              | 3.1%  |
| Economically Disadvantaged                   | 215    | 62.9%  | ;           | 66.6%  |        | 60.6%   | 5.           | 5.6%  |
| Limited English Proficient (LEP)             | 9      | 2.6%   |             | 9.2%   |        | 4.9%    | 1.           | 5.8%  |
| Students w/Disciplinary Placements (2003-04) | 0      | 0.0%   | ;           | 4.6%   |        | 0.0%    |              | 2.3%  |
| At-Risk                                      | 22     | 6.4%   |             | 53.6%  |        | 10.3%   |              | 8.7%  |
| Mobility (2004-05)                           | 40     | 16.5%  |             | 19.3%  |        | 13.4%   |              | 1.1%  |
| Number of Students per Teacher               | 15.5   | n/a    |             | 15.5   |        | 14.5    | 1            | 4.9   |
|  | Non    |        | cation Rate | es     |        |         | ucation Rate | s     |
| Retention Rates by Grade:                    | _      | Campus |             |        | _      | Campus  |              |       |
|  | Campus | Group  | District    | State  | Campus | Group   | District     | State |
| Kindergarten                                 | -      | -      | -           | 2.9%   | -      | -       | -            | 11.8% |
| Grade 1                                      | -      | -      | -           | 5.9%   | -      | -       | -            | 10.2% |
| Grade 2                                      | -      | -      | -           | 3.5%   | -      | -       | -            | 4.3%  |
| Grade 3                                      | -      | -      | -           | 3.3%   | -      | -       | -            | 2.6%  |
| Grade 4                                      | -      | -      | -           | 1.8%   | -      | -       | -            | 1.4%  |
|  |        |        |             |        |        |         |              |       |

3.5%

1.6%

2.4%

2.1%

0.0%

1.2%

0.0%

3.7%

2.5%

4.2%

3.8%

1.5%

2.3%

1.7%

0.0%

1.3%

3.7%

2.6%

0.0%

0.0%

#### TEXAS EDUCATION AGENCY Academic Excellence Indicator System

2005-06 Campus Profile

Section II - Page 2 Total Students: 342 Grade Span: 06 - 09 School Type: Middle

CLASS SIZE INFORMATION

Campus #: 101846041

District Name: HARMONY SCIENCE ACADEMY

Campus Name: HARMONY SCIENCE ACADEMY -D

(Derived from teacher responsibility records.)

| Class Size Averages | by Grade and Subject: | Campus | Campus<br>Group | District | State |
|---------------------|-----------------------|--------|-----------------|----------|-------|
| Elementary:         | Kindergarten          | _      | _               | _        | 19.3  |
| _                   | Grade 1               | _      | -               | -        | 18.9  |
|                     | Grade 2               | -      | -               | -        | 18.9  |
|                     | Grade 3               | _      | _               | _        | 18.9  |
|                     | Grade 4               | 21.0   | -               | 21.0     | 19.3  |
|                     | Grade 5               | -      | 23.7            | -        | 21.9  |
|                     | Grade 6               | 19.7   | 22.6            | 20.9     | 21.4  |
|                     | Mixed Grades          | -      | -               | -        | 25.7  |
| Secondary:          | English/Language Arts | 21.9   | 20.7            | 22.2     | 20.3  |
| _                   | Foreign Languages     | 19.7   | 21.4            | 21.8     | 21.3  |
|                     | Mathematics           | 20.9   | 21.6            | 21.3     | 20.3  |
|                     | Science               | 21.0   | 23.5            | 20.3     | 21.5  |
|                     | Social Studies        | 21.4   | 23.5            | 22.3     | 22.5  |
|                     |                       |        |                 |          |       |

# TEXAS EDUCATION AGENCY Academic Excellence Indicator System 2005-06 Campus Profile

Section II - Page 3 Total Students: 342 Grade Span: 06 - 09 School Type: Middle

Campus Name: HARMONY SCIENCE ACADEMY -D Campus #: 101846041

District Name: HARMONY SCIENCE ACADEMY

| INFORMATION                           |                            | Cam         | pus                  | Campus               |                      |                      |
|---------------------------------------|----------------------------|-------------|----------------------|----------------------|----------------------|----------------------|
|                                       | Cou                        | ınt         | Percent              | Group                | District             | State                |
| Total Staff:                          | 25                         | 5.5         | 100.0%               | 100.0%               | 100.0%               | 100.0%               |
| Professional Staff:                   | 25                         | 5.5         | 100.0%               | 87.8%                | 92.9%                | 62.5%                |
| Teachers                              | 22                         | 2.0         | 86.3%                | 75.5%                | 74.9%                | 50.7%                |
| Professional Su                       | oport 0                    | 8.0         | 3.3%                 | 8.0%                 | 4.2%                 | 8.0%                 |
| Campus Admin. (                       | School Leader.) 2          | 2.7         | 10.4%                | 4.3%                 | 7.9%                 | 2.8%                 |
| Educational Aides:                    | 0                          | 0.0         | 0.0%                 | 12.2%                | 1.3%                 | 10.2%                |
| Total Minority Staff:                 | 5                          | 5.5         | 21.5%                | 31.9%                | 22.6%                | 41.5%                |
| Teachers By Ethnicity                 | and Sex:                   |             |                      |                      |                      |                      |
| African America                       | ı 3                        | 3.0         | 13.6%                | 9.7%                 | 11.6%                | 9.1%                 |
| Hispanic                              | 2                          | 2.0         | 9.1%                 | 16.0%                | 7.8%                 | 20.1%                |
| White                                 | 16                         | 5.5         | 75.1%                | 72.6%                | 79.4%                | 69.4%                |
| Native American                       | 0                          | 0.0         | 0.0%                 | 0.4%                 | 0.0%                 | 0.3%                 |
| Asian/Pacific I                       | slander 0                  | .5          | 2.2%                 | 1.3%                 | 1.2%                 | 1.1%                 |
| Males                                 | 7                          | 7.8         | 35.6%                | 28.2%                | 50.3%                | 22.9%                |
| Females                               | 14                         | 1.2         | 64.4%                | 71.8%                | 49.7%                | 77.1%                |
| Teachers by Years of                  | Experience:                |             |                      |                      |                      |                      |
| Beginning Teach                       | ers 6                      | 5.7         | 30.2%                | 9.4%                 | 33.7%                | 7.5%                 |
| 1-5 Years Exper                       | lence 11                   | L <b>.3</b> | 51.6%                | 28.9%                | 54.2%                | 29.0%                |
| 6-10 Years Expe                       | rience 3                   | 3.0         | 13.6%                | 20.2%                | 8.1%                 | 19.4%                |
| 11-20 Years Exp                       | erience 1                  | L.O         | 4.5%                 | 21.3%                | 3.9%                 | 24.2%                |
| Over 20 Years E                       | operience 0                | 0.0         | 0.0%                 | 20.2%                | 0.0%                 | 19.9%                |
|                                       |                            |             |                      | Campus               |                      |                      |
|                                       |                            |             | Campus               | Group                | District             | State                |
| Average Years Experies                |                            |             | 2.7 yrs.             | 11.1 y               |                      | 11.5 yrs.            |
| Average Years Experie                 | nce of Teachers with Distr | ict:        | 0.9 yrs.             | 7.7 y                | rs. 1.3 yrs.         | 7.6 yrs.             |
|                                       | y by Years of Experience:  |             |                      |                      |                      |                      |
| (regular duties only) Beginning Teach |                            |             | ė 21 02 <i>4</i>     | 62F 42F              | 622 163              | 634 FOE              |
| 1-5 Years Exper                       |                            |             | \$31,834<br>\$34,952 | \$35,425<br>\$36,832 | \$32,163<br>\$36,938 | \$34,505             |
| 6-10 Years Exper                      |                            |             | \$34,952<br>\$31,300 | \$36,832<br>\$38,851 | \$30,938<br>\$33,547 | \$36,567<br>\$39,008 |
| 11-20 Years Expe                      |                            |             | \$31,300<br>\$30,700 | \$30,651<br>\$43,770 | \$33,547<br>\$31,350 | \$39,008<br>\$43,978 |
| Over 20 Years E                       |                            |             | \$30,700<br>-        | \$52,844             | \$31,330             | \$51,998             |
| Average Actual Calaria                | es (regular duties only):  |             |                      |                      |                      |                      |
| Teachers                              | o (regurar ductes only):   |             | \$33,318             | \$41,819             | \$34,833             | \$41,744             |
| Professional Su                       | pport                      |             | \$26,000             | \$48,754             | \$28,124             | \$50,029             |
|                                       | ration (School Leadership) | ١           | \$56,229             | \$62,957             | \$56,843             | \$62,704             |
| Campus Administ:                      | acton (schoot headership)  |             | Q30,223              | QU2/33/              | 520,0±2              | ¥02//01              |

TEXASEDUCATION AGENCY

District Name: HARMONY SCIENCE ACADEMY

Campus Name: HARMONY SCIENCE ACADEMY -D

Campus #: 101846041

TEXASEDUCATION AGENCY

Academic Excellence Indicator System

Total Students: 342

Grade Span: 06 - 09

School Type: Middle

| ACTUAL OPERATING EXPENDITURE INFORMATION |                 |         | Ca             | npus               |            |                | Camp          | ous Group |               |
|--|-----------------|---------|----------------|--------------------|------------|----------------|---------------|-----------|---------------|
|  | General<br>Fund | Percent | Per<br>Student | All<br>Funds       | Percent    | Per<br>Student | All<br>Funds  | Percent   | Per<br>Studen |
| By Function:                             |                 |         |                |                    |            |                |               |           |               |
| Total Operating Expenditures             | \$792,072       | 100.0%  | \$3,568        | \$848,555          | 100.0%     | \$3,822        | \$170,591,601 |           | \$5,500       |
| Instruction (11,95)                      | \$702,521       | 88.7%   | \$3,165        | \$708 <b>,</b> 895 | 83.5%      | \$3,193        | \$118,788,202 | 69.6%     | \$3,830       |
| Instructional-Related Services (12,13)   | \$714           | 0.1%    | \$3            | \$714              | 0.1%       | \$3            | \$6,358,253   | 3.7%      | \$205         |
| Instructional Leadership (21)            | \$0             | 0.0%    | \$0            | \$0                | 0.0%       | \$0            | \$2,787,376   | 1.6%      | \$90          |
| School Leadership (23)                   | \$66,925        | 8.4%    | \$301          | \$67,008           | 7.9%       | \$302          | \$12,536,438  | 7.3%      | \$404         |
| Support Services-Student (31,32,33)      | \$21,912        | 2.8%    | \$99           | \$21,912           | 2.6%       | \$99           | \$9,623,262   | 5.6%      | \$310         |
| Other Campus Costs (35,36,51,52,53)      | \$0             | 0.0%    | \$0            | \$50,026           | 5.9%       | \$225          | \$20,498,070  | 12.0%     | \$661         |
| By Program:                              |                 |         |                |                    |            |                |               |           |               |
| Total Operating Expenditures             | \$702,521       | 100.0%  | \$3,165        | \$708,895          | 100.0%     | \$3,193        | \$149,370,852 | 100.0%    | \$4,816       |
| Bilingual/ESL Education (25)             | \$30,384        | 4.3%    | \$137          | \$30,384           | 4.3%       | \$137          | \$3,003,646   | 2.0%      | \$9           |
| Career & Technology Education (22)       | \$3,843         | 0.5%    | \$17           | \$3,843            | 0.5%       | \$17           | \$2,441,992   | 1.6%      | \$79          |
| Accelerated Education (24,30)            | \$23,667        | 3.4%    | \$107          | \$23,667           | 3.3%       | \$107          | \$19,090,017  | 12.8%     | \$61!         |
| Gifted & Talented Education (21)         | \$8,395         | 1.2%    | \$38           | \$8,395            | 1.2%       | \$38           | \$2,684,319   | 1.8%      | \$8           |
| Regular Education (11)                   | \$491,386       | 69.9%   | \$2,213        | \$497,760          | 70.2%      | \$2,242        | \$96,670,600  | 64.7%     | \$3,11        |
| Special Education (23)                   | \$144,846       | 20.6%   | \$652          | \$144,846          | 20.4%      | \$652          | \$25,428,468  | 17.0%     | \$82          |
| Other (26,28,29)                         | \$0             | 0.0%    | \$0            | \$0                | 0.0%       | \$0            | \$51,810      | 0.0%      | \$2           |
| PROGRAM INFORMATION                      |                 | Campus  |                | Camp               | ous        |                |               |           |               |
|  | Count           | Per     | cent           | Grou               | ip Di      | istrict        | Stat          | :e        |               |
| Student Enrollment by Program:           |                 |         |                |                    | _          |                |               |           |               |
| Bilingual/ESL Education                  | 9               | 2       | .6%            | 8.0                | 18         | 4.9%           | 14.6          | 5%        |               |
| Career & Technology Education            | 0               | 0       | .0%            | 20.7               | <b>'</b> % | 12.3%          | 20.3          | 3%        |               |
| Gifted & Talented Education              | 110             | 32      | .2%            | 9.7                | <b>'</b> % | 47.0%          | 7.6           | 5%        |               |
| Special Education                        | 5               | 1       | .5%            | 13.4               | :%         | 3.5%           | 11.1          | L%        |               |
| Teachers by Program (population served): |                 |         |                |                    |            |                |               |           |               |
| Bilingual/ESL Education                  | 0.0             | 0       | .0%            | 2.2                | !%         | 1.8%           | 8.8           | 3%        |               |
| Career & Technology Education            | 0.0             | 0       | .0%            | 3.3                | 18         | 1.6%           | 4.0           | )%        |               |
| Compensatory Education                   | 0.0             |         | .0%            | 1.7                |            | 0.0%           | 3.2           |           |               |
| Gifted & Talented Education              | 6.9             | 31      | .4%            | 3.7                | <b>'</b> % | 31.4%          | 2.2           | 2%        |               |
| Regular Education                        | 14.1            |         | .1%            | 73.4               |            | 61.7%          | 68.9          |           |               |
| Special Education                        | 1.0             | 4       | .5%            | 11.7               | <b>'</b> % | 3.4%           | 10.4          |           |               |
| Other                                    | 0.0             |         | .0%            | 4.0                |            | 0.0%           | 2.5           |           |               |

<sup>&#</sup>x27;?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

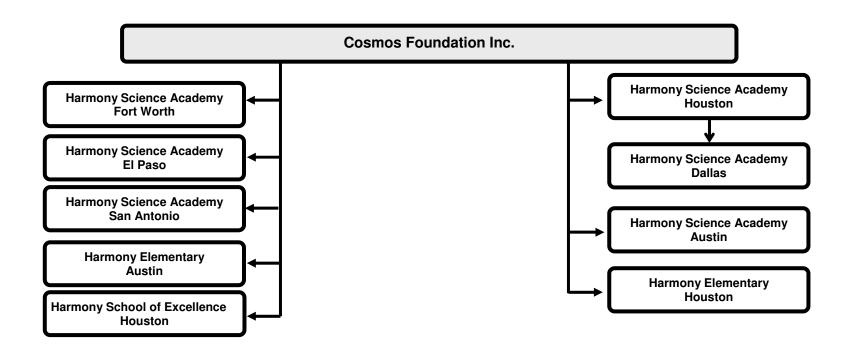
<sup>&#</sup>x27;-' indicates zero observations reported for this group.

<sup>&#</sup>x27;n/a' indicates data reporting is not applicable for this group.

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# 8. A chart showing relationships among all business entities being operated by or affiliated with the ESP.

# COSMOS FOUNDATION ORGANIZATIONAL CHART



# 9. Describe the ESP's capacity to operate the proposed school(s) and anticipated growth.

Cosmos Foundation has proven to be an outstanding institution in the field of Public Education. The Board members of Pelican Educational Foundation has been closely monitoring the **Harmony School Model**. Pelican would like to replicate this model, which worked very well with similar student demographics, in Louisiana.

Pelican Board members strongly believe that Cosmos Foundation is highly qualified to deliver these services with their track record, in public education, which is briefly explained below.

Cosmos Foundation Inc., has been operating four successful charter schools in state of Texas. Harmony Science Academy-Houston was established in 2000 and rated exemplary in 2004 and 2005. Harmony Science Academy-Austin began operation in 2002 and was rated recognized in 2004 and 2005. Harmony Science Academy-Dallas commenced operations in 2004 and was rated recognized in 2005. Harmony Elementary School began operation in 2005. State Board of Education granted 5 new charters, Harmony School of Excellence-Houston, Harmony Science Academy-Fort Worth, Harmony Elementary-Austin, Harmony Science Academy-San Antonio, and Harmony Science Academy-El Paso, to be opened in Fall 2006 and they are in operation this year.

Moreover, Harmony Science Academy-Houston received Gold Performance Achievement Award for Improvement in Reading in 2002 and HSA-Austin received Gold Performance Achievement Award in Social Studies in 2004. HSA-Houston earned Gold Performance Acknowledgment in three categories; AP/IB Results, Commended Performance in Writing, and Commended Performance in Social Studies in 2005. HSA Dallas received Gold Performance in Writing, Reading, and Social Studies and HSA Austin received Gold Performance in Social Studies in 2005. The achievements of Harmony Schools have been acknowledged by many community members. Mr. Bill White, Mayor of City of Houston proclaimed Dec 4th, 2004 as Harmony Science Academy Day in Houston.

In addition, The National Association of State Title I Directors honored Harmony Science Academy-Houston (HSA-Houston) as a National Title I Distinguished School at their annual National Title I Conference in Dallas, Texas on Saturday, January 28, 2006.

HSA-Houston was one of 2 schools selected in the state of Texas and one of 52 schools across the nation. These academically outstanding schools were selected for outstanding results in one of two categories: 1- Exceptional student performance for two or more consecutive years or, 2- Closing the achievement gap between student groups. HSA-Houston received a certificate, a banner and has its story posted on a publication that describes all of the National Title I Award winners.

As briefly mentioned above, the success of Harmony School Model program has drawn state-wide and nationwide attention from different segments of the community. Pelican Board members believe that Cosmos Foundation's dedication, experience, expertise, and resources on our current schools will enable us to provide excellent services to the students and their families throughout the State of Louisiana.

Harmony Science Academies will share experience and know-how, with proposed schools in Louisiana, via a strong network comprised of administrators, teachers, parents, and students. Each district will join efforts in pursuing similar student goals with the highest expectations, but at the same time still serve the local needs of their population.

Cosmos Foundation operates nine Harmony Schools in 2006-2007. Even though, Texas Education Agency has granted charters as separate LEA's, all schools are run by Cosmos foundation like a CMO. This has been established in directions of Texas Education Agency. The first HSA has been used as Central office for years but Central office for Harmony schools is a separate place now. As the number of schools increases, the number of personnel at Central office increases as well. Therefore, Harmony Schools are centralized in doing so many things.

The success of Cosmos Foundation is crystal clear on the State Report Cards provided in question response 7 of this SII, and the financial audits which are provided in response to question 6 of this SII. Year by year improvements has been provided through original proposal and SII.

Therefore, it is a fact that Cosmos is capable of running those proposed schools with Pelican Foundation. Moreover, Cosmos has already promised one of its Assistant Superintendents, Mr. Mustafa Guvercin, to Pelican Schools as a Principal to set up all these schools like a Harmony model. Mr. Guvercin's resume has been submitted in the original application. He has set up similar schools before, and he is working with Pelican Board members closely during this application process as well.

It is Pelican Board's belief that Cosmos has enough capacity to help to operate the proposed schools. All data is proving our expectation from Cosmos Foundation can be met by them. Any kind of audit report shows this to us. Most of these reports have been submitted during the original application process. Previous questions have some more supporting documents for your review.

The copies of summary reports of student achievements for Harmony Schools are appended to question 7, Financial Audit reports are attached at question 6 of Supplemental Information Inquiry (SII). Moreover, all questions 1-8 have and are supporting documents for Cosmos Foundation's capacity to operate those proposed schools.

# 10. Describe the Board's capacity to oversee the proposed school(s) and anticipated growth.

The Pelican Foundation has a very strong, diverse, and highly qualified local board capable of govern and oversee the activities of the schools it has applied for and ensure that they reach the mission and vision it has set forth.

The qualifications of each board member and how they would contributed in achieving these goals are given in detail in the original application. Here, we would like to summarize this one more time:

The President, Tevfik Kosar, has profound experience in **management** and **governance**. He has served as the president of an educational services and consulting company for five years. Only in one year after joining LSU as a faculty member, he has brought in external funding totaling 1.3 Million Dollars from federal and state agencies. He is also planning to write a series of grants related to K-12 education in the near future to be submitted the federal agencies such as NSF, DOE and AERA, which can provide additional funding to the Pelican Schools.

The Vice President, Karen Fontenot, has experience both in **governance**, and also in **elementary and secondary education**. She has worked at the Louisiana Board of Regents, been a classroom teacher in elementary and high schools as well as a university professor. For the past seven years, she has been the head of SLU Department of Communications, where she has managed faculty, staff, and budgets. She has developed curricula for the department. She is currently involved in developing a student advising program for the university, and she is active in NACADA, the national advising organization. She has also been involved in many policy making committees in the campus. She has been giving seminars to Social Science Teachers on "How to teach Social Studies Classes in an Innovative Way in Middle and High Schools".

The Educational Council, Bobbie Stevenson, has more than 30 years of experience in all levels of **primary and secondary education**. She worked as a secondary school English instructor, as a staff development teacher, as an area leader for secondary staff development, as a curriculum coordinator for middle/junior high schools, as an instructional and curriculum specialist before she has started her academic career where she became the executive vice chancellor of Southern University at New Orleans. She has been actively involved in service committees to represent minorities and underrepresented groups, such as Advisory board of the Center for African American Studies, and the Minority and Multicultural Advocacy Committee.

The Legal Council, Mark Smith, has profound experience in **legal issues**, **policies**, **law and management**. He holds a Law degree and is expert in topics such as nonprofit law, governmental employment law, drafting and reviewing cooperative endeavor agreements and state contracts; and the interpretation of administrative rules, regulations and legislation.

The Treasurer, Adem Ozel, and the advisory board member, Zaheer Poptani, bring a broad experience in **finance and money management**. Adem Ozel has been managing a private business more than ten years. Zaheer Poptani holds an MBA degree and works as a financial advisor for a private company.

Other governing and advisory board members of Pelican foundation bring expertise and experience in a wide range of areas that will help the foundation to achieve its high goals in contributing the quality of education in New Orleans. For details, you can check the original application.

The board of directors of the Pelican Educational Foundation will carry out its statutory responsibilities associated with operating the charter school in an efficient and ethical manner and in compliance with local and other applicable state and federal laws. The Pelican Educational Foundation will have the final authority for policy and operational decisions of the proposed school. In the meantime the sponsoring entity does not intend to manage daily school activities. The school principal(s) will be responsible for daily school activities.

The Pelican Educational Foundation will be incompliance with the *No Child Left Behind Act* and will seek to hire teachers who are highly qualified in core academic subject areas. Teachers who are employed at the school shall have a minimum of bachelor's degree and will demonstrate competency in the area of assignment. The Special Education and BE/ESL teacher will be certified or licensed in the area of assignment. The teaching faculty will be encouraged to seek Louisiana Teachers' Certification during their employment at the school(s).

The following table shows key decisions and the decision making authority:

| Key Decisions  | Decision making authority  |
|--|--|
| Hiring and evaluating school the principal   | The Pelican Educational Foundation Board   |
| Hiring and evaluating teacher performance  | The school principal   |
| Setting the budget and managing the school's expenses and revenues against the approved budget       | The Pelican Educational Foundation Board has the final authority to approve school budget; however, the principal and business manager will play active roles in managing the school's expenses and revenue against the approved budget. |
| Defining key school policies including code of conduct, enrollment procedures, and grievance process | The Pelican Educational Foundation Board   |
| Hiring and evaluating the management company   | The Pelican Educational Foundation Board   |

### **Pelican Board Monitoring System:**

Pelican Foundation Board members are aware of the fact that they are ultimately responsible for fiscal and academic performance of the school(s). The Pelican board has developed the following Monitoring System to oversee and monitor the performance of school(s)'s administration as well as Cosmos Foundation as the management company.

#### Overview

The Monitoring System provides a mechanism for formal reporting to the Board regarding school(s) goals and core values on a mandated periodic basis. The Monitoring System will allow the Board to efficiently monitor and measure the guiding principles of the Pelican Foundation.

In order to efficiently maintain and measure School(s) goals and core values, the Board will systemically monitor these important principles and give School(s) Administrators clear direction. The Monitoring System will allow current and future Board members and administrators a clear understanding of School(s) goals and core values.

The Administration shall report to the Board on each goal and core value using the specific method and timing set out below, on a routine basis (at least annually) where the method and timing are not specified. The Board will access the report and provide direction to the Administration regarding any concerns and/or changes of report substance and/or frequency. All reports developed for this purpose shall utilize graphic descriptors to illustrate critical data and shall also include a comparative

analysis. The Board may choose to leave the reporting structure of certain goals and core values to the discretion of the Superintendent of Schools. The duties of the Board President shall include ownership of and responsibility for the Monitoring System. Future Superintendent contracts will also be amended to determine compliance with School(s) goals and core values. The Board will access these reports and provide direction to the Superintendent of Schools regarding the reports.

#### **GOAL 1: INCREASE STUDENT ACHIEVEMENT**

### A. Eliminate the Achievement Gap

**Objective:** To eliminate any achievement gap between student groups as measured by the state wide examination.

**Reporting:** The administration shall provide the Board with a report reflecting any gap in LEAP passing rates between White, African-American, Hispanic and Economically Disadvantaged students, and by gender, in each tested topic. The report shall report cumulative school(s)-wide scores combining all grade levels into one chart. It shall be reported in bar chart format showing the pass rate of each group's scores and the extent to which those scores fall behind the score of the leading group. A second line chart shall reflect the change in the gap from previous years.

**Timing:** The charts shall be provided to board members as an A-1 report annually in August or September.

# B. Improve Dropout Rate and Completion Rate

**Objective:** School(s) shall lower the dropout rate and increase the graduation rates with the ultimate goal of having all HISD students graduating with their cohort group. School(s) shall reach the dropout rate and completion rate. Further, the district shall have a graduation rate of no less than 85 percent by 2007-2008.

**Reports:** The Administration shall provide the Board with a report on the progress being made to decrease dropout rates and increase graduation rates. The report shall include data depicting the School(s)'s dropout rate and graduation rates as compared to the state averages. In addition, the report shall include analysis of these data by all students and various student groups.

**Timing:** This report will be provided to the Board following the release of the performance report from the State Agency.

#### C. Maintain Promotion Standards

**Objective:** Maintain promotion standards that incorporate statewide test scores, norm referenced scores, course grades and attendance standards. Use mandatory summer school to bring students into compliance with the standards.

**Reports:** The Administration shall provide the Board with three bar charts. The first shall show (for the school year completed one year ago) the total number and percentage of students meeting promotion standards during the regular school year, students not meeting promotion standards during the school year, but meeting the standards after summer school, and those not meeting promotion standards either after the school year or summer school. The second bar chart shall show the number and percentage of those same students promoted and not promoted the following year. The third chart shall show the promotion statistics, by school, for the just completed school year. The Administration shall also provide a bar chart showing, for the just completed summer school session, the total number of students referred to summer school, number attending, number completing, number promoted and number retained. The Administration shall also provide by school, the total number of students whose promotion was considered by a grade placement committee, reflecting the total number of students promoted and retained.

**Timing:** The charts shall be provided to Board Members as an A-1 report annually in December.

# D. Increase the Number of Students Taking Advanced Placement Exams and Scoring 3 or Higher

**Objective:** Pelican School(s) will maximize the number of students taking Advanced Placement exams and the number of students scoring a 3 or higher on those exams.

**Report:** The Administration shall provide the Board with a bar graph reflecting the number of AP exams taken by Pelican School(s) students as well as the number scoring 3 or higher.

**Timing:** The report will be available to the Board in September of each year.

#### E. Special Education Students are Appropriately Served

**Objective:** Students with special needs shall be provided individually appropriate, intensive instruction to enable them to eventually perform at levels comparable to their peer group. The percentage of students

served by special education programs shall be consistent with state and national averages and students should be exited from the program as soon as individually possible.

**Reports:** The Administration shall provide the Board with a report listing numbers of students referred and then identified for special education services and the number of students served in special education by ethnicity, including state and national comparative data. The report shall also specify the number and percentage of students exited from the program. Finally, the report shall include analysis of the number and percentage of students appropriately participating in the state's assessment program as measured and defined by the participation provisions of No Child Left Behind Act of 2001.

**Timing**: This report will be prepared for the Board in November of each school year.

#### **GOAL 2: INCREASE MANAGEMENT EFFICIENCY**

### A. Increase Emphasis on Resources Devoted to Instruction

**Objective:** The Pelican Foundation will demonstrate the effective and efficient use of taxpayer dollars and increase monies spent on the teaching and learning process.

**Reports:** The Administration will report to the Board on management efficiencies that have been achieved throughout the organization. The report will also include detailed analysis reflecting the percentage of school district monies supporting instruction. This analysis would be focused on measuring the resources deployed to support the teaching/learning process, including monies dedicated to teachers, counselors, librarians, campus administrators, nurses salaries, curriculum work, and professional development designed to enhance classroom teaching. The report will also include additional resources used to create a conducive learning environment, including utilities, transportation, and food services.

**Timing:** This report will be provided to the Board in February of each year as a part of the budget development process.

### B. Program and Services Will be Evaluated for Effectiveness

**Objective:** All major programs and services throughout the School(s) will be closely evaluated to determine their effectiveness on meeting the district goals and objectives. Evaluation results shall be utilized to make adjustments and/or to eliminate various programs and services.

**Reports:** The Administration will report to the Board the effectiveness of programs and services. The report will include a framework for program and services review or evaluation and shall include a cycle of programs and services of high impact (>\$1 M services/programs) that will be evaluated. The evaluations shall include a cost benefit analysis of programs and services.

**Timing:** At least five evaluation reports on high impact programs will be provided to the Board of Trustees. Two evaluation reports will be provided within the first semester of the school year, two within the second semester, and the final report during the summer.

# C. Enhance Teacher Quality

**Objective:** The Pelican Foundation will enhance the quality of its teacher workforce.

**Report:** The Administration will provide the Board with a report reflecting critical workforce data, including retention rates, numbers of teachers assigned outside their area of certification, and attendance rates. In addition, the report shall include the development and articulation of a plan for investing in teachers through recruitment, quality research based professional development, and a clearly articulated career path for the development of teacher leaders.

**Timing:** A report will be made to the Board on this item in March of every year.

# GOAL 3: IMPROVE PUBLIC SUPPORT AND CONFIDENCE IN SCHOOLS

#### A. Improve Support of HISD Schools

**Objective:** The Pelican Foundation will improve the community's support and confidence in the quality of the school(s) and will make Pelican School(s) a district of choice.

**Reports:** The administration will conduct a survey using a stratified random sampling of parents, community, and business groups annually. The report shall include data reflecting the perceptions of parents and community about the overall school(s) as well as perceptions about the general direction of the school(s), satisfaction with the performance of individual schools, school safety, and satisfaction with central administration on areas such as safety, academic achievement and use of tax dollars. In addition, reports will be provided to the Board following

meetings with the community to gather input. These reports shall include all feedback provided along with detail related to how this information will be used by the administration to improve programs and services. The administration shall survey volunteers in the Schools annually. The report to the Board on this survey shall include volunteer perceptions of the school(s), perceptions about the role of volunteers, and the value placed on them by the Foundation

.

**Timing:** The results of these surveys will be shared with the Board in March annually.

#### GOAL 4: PROVIDE FACILITIES-TO-STANDARD PROGRAM

# A. Long-Range Facilities Planning

**Objective:** The Administration will develop a long-range facilities plan in order to provide safe, clean, modern and well-equipped facilities for all children.

**Report:** The administration shall report on development of a facilities-to-standards program. The report shall include details regarding new construction, renovations, facility maintenance operations, furniture, fixture and equipment and associated budgets, the number of transportable buildings, the age and condition of facilities. In addition, the report shall include an analysis of outstanding and deferred work orders for all programs. Pelican Foundation standards for facilities, including square footage/student and costs/square foot shall be developed. The standards shall specify expectation for facilities for central administration, elementary, middle, and high schools. The report shall include a yearly assessment of progress made towards these standards. The report will also include analysis of current facilities, maintenance, and operations such as numbers of portable buildings, the age of and condition of facilities, and outstanding and deferred work orders.

**Timing:** Progress reports shall be made quarterly as an A-1 agenda item commencing in June.